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ABSTRACT

This guidebook was prepared for immigrant women in Canada who want to make changes in their working lives but who lack the knowledge, information, or self-confidence to carry out such changes. It is suggested that the book be used in group settings with immigrant women sharing the same concerns. Nine units cover the topics of getting to know one another, taking control, planning goals, assessing skills, training for a new career, searching for a job (two units), taking a job, and reviewing what has been learned in preparation for the next step of carrying through some of the planned changes. Each unit has an introduction; a story, poem, or dialogue describing the experience of immigrant women accompanied by questions; information about job training opportunities, job search skills, and the rights of working women; group activities, such as role-playing; spaces to record the participant's experience and ideas; methods for developing strategies or ways of solving problems; and language practice. An appendix includes a glossary of unfamiliar words and further information on community services, continuing education, and legislation affecting female workers. (CMG)

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MAKING CHANGES

Employment Orientation for Immigrant Women

May Ann Kainola

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Let's work together
to build a better country. Now.

MAKING CHANGES

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Employment Orientation for Immigrant Women

May Ann Kainola

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to all immigrant women striving to become active
members of their new society,
and
to Hilma, daughter of Finnish immigrant workers

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INTRODUCTION

MAKING CHANGES: Employment Orientation for Immigrant Women is a book designed for just that — "making changes." It is for immigrant women who feel isolated in their homes and jobs and who are frustrated by the obstacles that hinder them from participating more actively in their new society. It is for immigrant women who are seeking to make changes in their working lives but who do not have the knowledge, information or self-confidence to carry them out.

Although individuals can benefit from *MAKING CHANGES*, it is best used in a group setting where immigrant women from the same or different backgrounds can meet and talk to others with similar concerns. The sharing of their knowledge and experience is an integral part of learning how to make changes and gain more control over their lives.

MAKING CHANGES: Employment Orientation for Immigrant Women has emerged out of a program that has been developing for six years. The first *MAKING CHANGES* program was offered by Humber College in Toronto in 1977. It was modelled after a similar orientation program, *Opportunity for Advancement*, which focussed on the needs of sole-support mothers. Judith McCallum, a West Indian woman working within her community, recognized that immigrant women experienced many of the same difficulties in functioning in their new country. Therefore, she decided to prepare a program that would attempt to deal with the special needs and problems of immigrant women in Canada.

The Cross Cultural Communication Centre became interested in offering the program and further developing the materials. In 1979, the Centre gave its first *MAKING CHANGES* program. Since then, more programs have been offered in which immigrant women have talked with each other about their concerns, problems and experiences. These discussions form the basis of many of the stories and dialogues in this book. *MAKING CHANGES*, with an accompanying teacher's guide, is the culmination of this work. The Cross Cultural Communication Centre has also produced two video tapes, *Job Search: The Interview* and *Working Women's Rights*, for use with the program.

How to Use the *MAKING CHANGES* Book

MAKING CHANGES is more than just a book to read through once. It is also a reference book for information and guidance and a place to record your own experiences, feelings, ideas and plans — your and your fellow group members'. By the end of the book and program, all of your experiences will have become an important part of the book.

There are nine units or chapters in this book. Each unit helps you to look at your own experience, learn new skills, increase your self-confidence and plan and prepare for further training or job search. This whole process is laid out in a chart in the following pages. Use the chart to get an overall idea of the book and program. From time to time during the program, you may want to refer back to the chart to check your progress.

The units of the book, while not all the same, include the following elements:

- an introduction

- a story, poem or dialogue describing the experience of immigrant women, with questions
- information about job training opportunities, job search skills and the rights of working women

- group activities, such as role-plays

- spaces to record the reader's experience and ideas

- methods for developing strategies or ways of solving problems
- language practice

In addition to the units, there is an appendix at the back of the book that includes a glossary of unfamiliar words and further information on community services, continuing education and legislation affecting women workers.

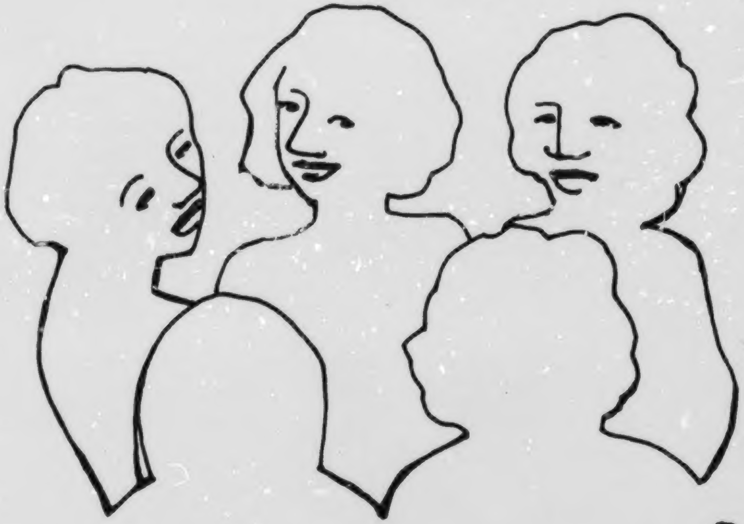
MAKING CHANGES

DECISION TO MAKE CHANGES

- You enroll in a MAKING CHANGES course
- You explore your options to:
  - re-enter the workforce
  - get a better job
  - get training / upgrading

INTERVIEW

You find out what the program offers



1. GETTING TO KNOW EACH OTHER . . .

You meet the other members of the group and talk about:

☆ common problems and aspirations

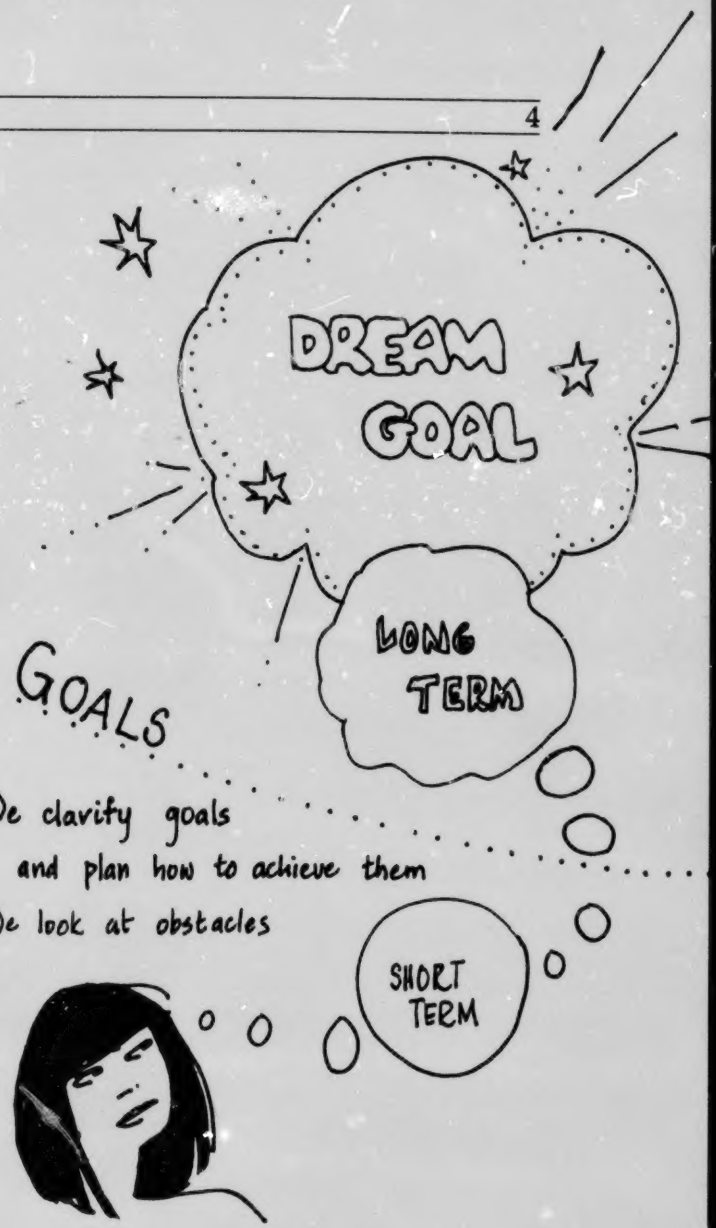
☆ expectations of the program

2. TAKING CONTROL

- Difficulties with institutions and employers
- Roleplaying to learn how to deal with them better
- Working together in a group
- Rights and obligations in the group
- Learning about C.E.I.C.

3. GOALS

- We clarify goals
  and plan how to achieve them
- We look at obstacles



4 SKILLS

We look at:

- Work we have done and what we have learned to do in and outside the home
- Our interests and experience
- Possible occupations

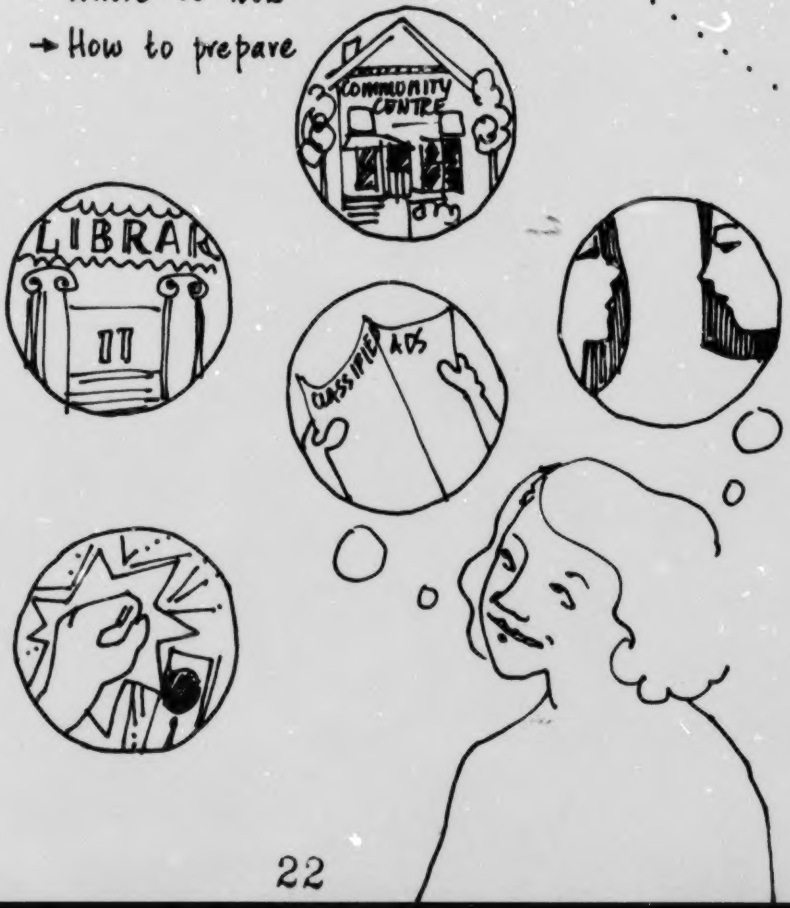
5. TRAINING FOR A NEW CAREER

We learn about:

- employment trends
- different occupations
- training possibilities
- getting information on training

6. JOB SEARCH I

Looking for a job:
→ Where to look
→ How to prepare


COMMUNITY CENTRE
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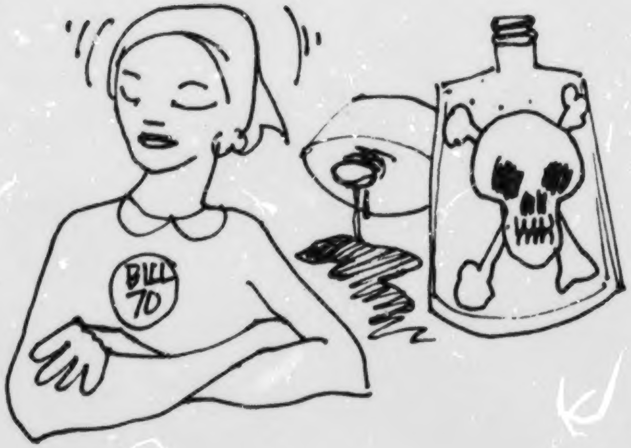
7. JOB SEARCH II

Roleplaying and preparing for different kinds of phone calls and interviews



8. ON THE JOB

- Work conditions
- Relationships with other workers and employers
- Our rights
- Unions
- Day care

9. THE NEXT STEP

Evaluation

☆ Are we more self reliant?
☆ What information do we still need?
☆ Shall we meet again?

Deborah Barndt

UNIT 1

GETTING TO KNOW EACH OTHER

Introduction

As women who have immigrated to Canada, we come from different countries, each with its own history, economy and political system. We come with a language and a rich cultural heritage. We come with our experiences. But when we start speaking to each other here in Canada, we begin to realize that as women, as immigrants or refugees, as members of families and as workers, we have many things in common.

We have similar expectations about building better lives for ourselves and our families. We share concerns about retaining our heritage and raising our children in a new and different society. We face the same difficulties in finding work and educational opportunities for ourselves. Yet, because we are often isolated, we think that we alone experience these problems. It is, therefore, very important to share with each other our experiences, concerns and problems.

In this unit, we are going to:

- meet and find out about each other's backgrounds and places of origin
- identify common experiences, concerns and problems
- explain what we expect to get from the *MAKING CHANGES* program
- develop strategies for introducing ourselves to other people

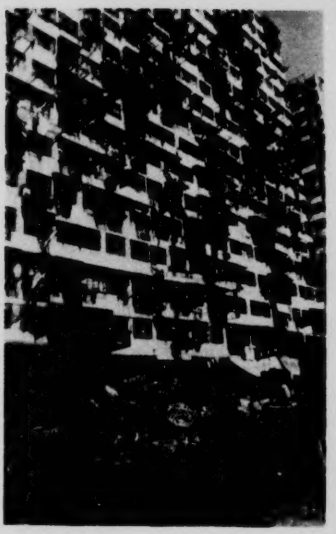
Where Do We Come From?

On the map of the world on the opposite page, we can show where we are from. As each person introduces herself, write down her name and home country in the space below.

Questions to Think and Talk About

1. What country do you come from?
2. Did you live in a city, a town or in the countryside?
3. What is the main industry in your area?
4. What kind of work did your family members do?
5. What work did you do?
6. What are some of the reasons you came to Canada?
7. Did you expect to do wage work in Canada?
8. Before you came to Canada, what did you think your life here would be like?
9. What do you miss about your native land?

1. Name Maxine Country Jamaica
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....
13. ....
14. ....
15. ....



Deborah Barndt

Where Do We Come From?

Our Histories

In order to get to know each other, we can talk about our own histories. Here are the stories of three women who came as immigrants to Canada: Sonia from Chile, Maxine from Jamaica and Ching Kuei from Taiwan.

Sonia Gonzalez Rivas. I came to Canada from Chile with my husband and my daughter in 1977. There were many big problems in Chile, you know, because of the military dictatorship, so we had to leave. When we first came, I wanted to study English, but my husband got the language course and I went to work. I have worked in many factories — what else can you do with no language — cutting garden hose, making plastic parts and assembling batteries. That last job was the worst — it was very hard and dangerous, too. I became sick from it. I even lost a baby. I tried to study English after work, but there was so little time and I was always tired. In Chile, I worked many years in the administration office of a hospital. I want to work at something like this in Toronto. I like to work with people, helping them to solve their problems. In Chile, I did some work with the people in the countryside, taking health care to them. We went in something like mobile trains. That was in the time of Allende.

- Why did Sonia come to Canada?
- What problems did she have in trying to learn the language?
- What kind of work has she done here?
- What did she do in Chile?
- What kind of work would she like to do in Toronto?

Maxine Cutler. I came from Jamaica with my three children to be with my husband. He was here already three years before we came. I had trouble bringing all my children because the immigration people didn't believe they were mine. But, with my husband's help, we finally made it. That was in 1976. After that, we got separated and now, I'm on my own with the children. The girl, she's going to be alright, but the boys, they're always getting in trouble and don't want to stay in school — they say they're always hassled by the teachers. I've had different jobs here — waitress, cashier, cleaner. The waitress job is the best wage I've ever made but it's just not good enough. I think I can do better if I learn some trade. My son's teacher says there are many places to take courses. In Jamaica, there's real hardship. I left school early on to help feed the family. Maybe here, I will get the chance to study more.

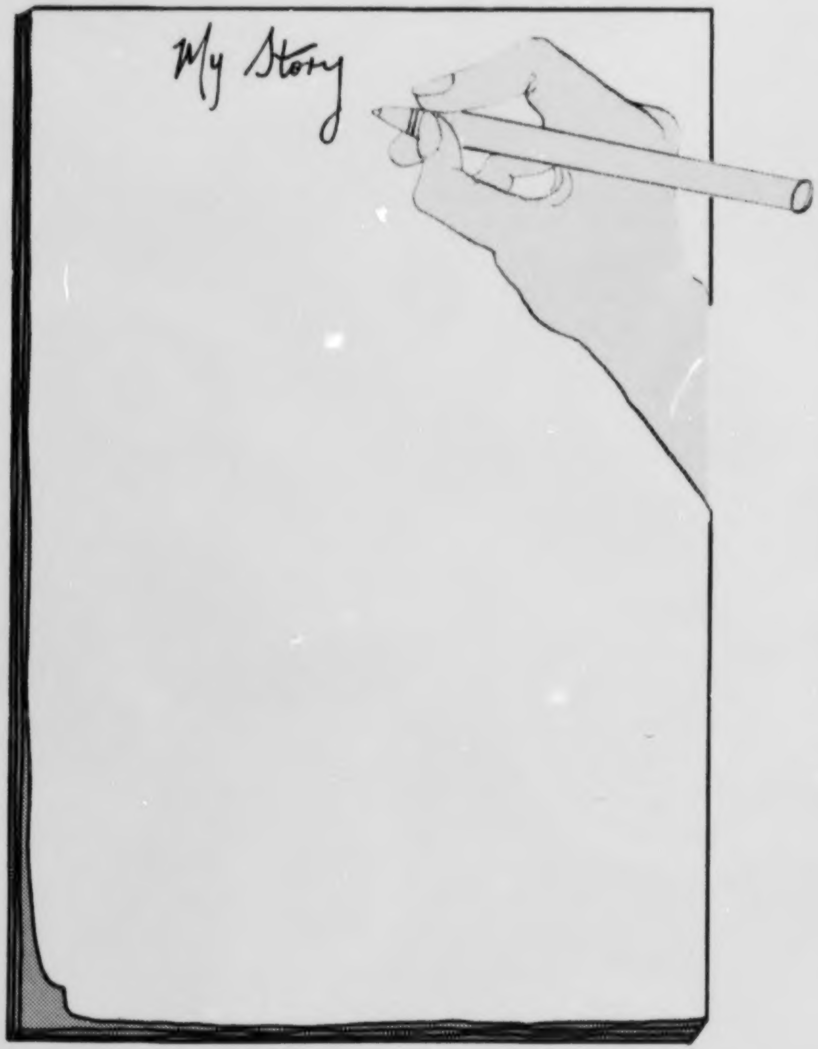
- How were Maxine and her children able to come to Canada?
- What were some of the problems she had in coming here?
- What are some of the difficulties she has to face?
- What jobs has she done in Canada?
- How does she feel about them?
- What is she interested in doing in her work life?

Ching Kuei Sun. My story is too long — I have lived many years. I am in Canada because my children invited me to come. They came here before and now they are all married with children; that makes me very happy. When my husband died, I decided to come to be with my family. But what to do in Canada? In Taiwan, I was teaching floral arts and making exhibitions — very beautiful! Here I first studied some more English — then I took a floral design course — it is a Manpower course. But still it is very difficult to get a job. I answer ads in the newspaper but when I go, the job is already gone. I stayed at home for many months. I worked in a flower shop for some weeks before Christmas — but then no work. Maybe my English is not so good. I have to take orders over the phone and sometimes I make mistakes! What can I do?

- Why did Ching Kuei come to Canada?
- What skills does she have?
- How did she get her skills?
- What problems has she had in getting a job?
- What did she do in Taiwan?

Questions to Think and Talk About

1. What do the three women have in common as immigrants and as workers?
2. What are some of the problems that they share?
3. Are the problems social, economic, bureaucratic or personal?
4. What are the possibilities for improving their situations?
5. What roles do their families play in their lives?
6. What expectations do they have in common?
7. What difficulties have you had as an immigrant woman?
8. How have you tried to deal with them?



What We Expect to Get from the Program

The *MAKING CHANGES* program is designed to help immigrant women deal with some of the problems they face in looking for retraining courses and jobs.

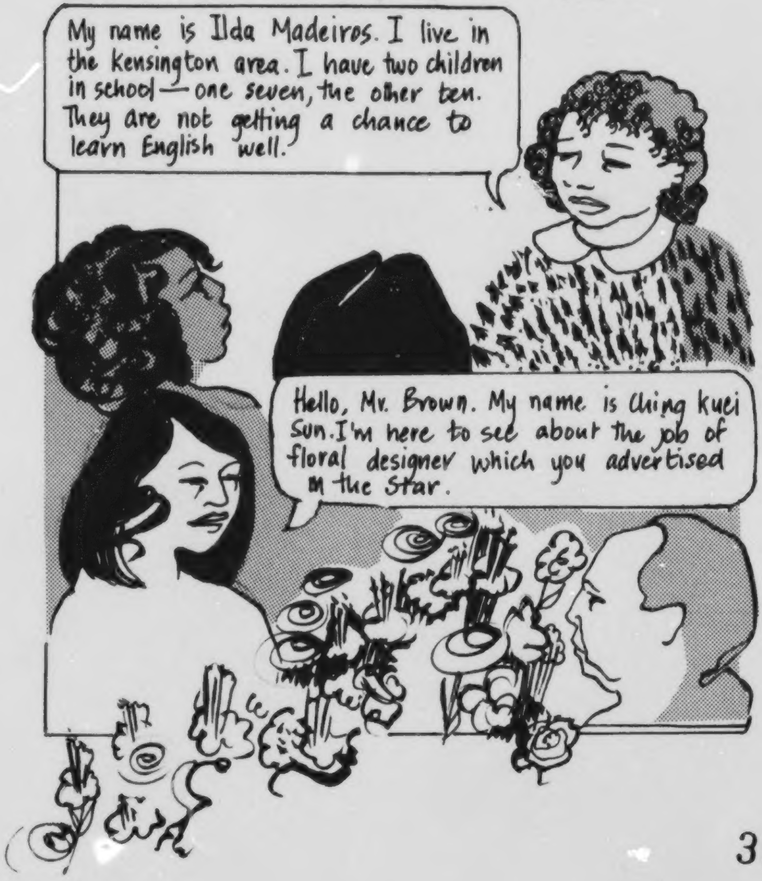
Here is a list of the aims of the program. Indicate which areas you would like help in and number them in order of importance, e.g., $\boxed{1}$ organize my job search
$\boxed{2}$ explore different job and training opportunities

I need the program to help me to:
- clarify my goals
- identify my skills and interests
- explore different kinds of occupations
- examine training opportunities
- work with others to solve problems
- build up my self-confidence and take greater control in planning my future
- develop my skill in getting information
- organize my job search
- prepare job résumés
- practise making phone calls and going for interviews
- learn about my rights in different situations
- develop language strategies for certain situations
- become more self-reliant
- find out information about special community services

Introducing Ourselves

Whenever you meet people for the first time, you are expected to introduce yourself (if there is no mutual friend or associate to introduce you). Sometimes, you give only your name. At other times, you need to give more information, depending on the nature of the situation. For example, when you met the members of your *MAKING CHANGES* group you gave them information about where you came from and the work you would like to do in Canada.

Let's examine two other situations:
- introducing oneself to a meeting of parents and teachers
- introducing oneself to a prospective employer


My name is Ilda Madeiros. I live in the Kensington area. I have two children in school — one seven, the other ten. They are not getting a chance to learn English well.
Hello, Mr. Brown. My name is Ching Kuei Sun. I'm here to see about the job of floral designer which you advertised in the Star.

In the first situation, what information was given?

____

____

In the second situation, what information was given?

____

____

Developing Strategies

When you met the members of your *MAKING CHANGES* group for the first time, you gave them information such as your name, your country of origin, the date of your arrival in Canada, your job in your home country, your job or present state now and the changes you wish to make.

Record that information here.

When you go for a job interview, you will need to give certain kinds of information, such as: your full name, the reason for your interview, how you found out about the job, your interest in working for that particular company, and so on.

Write down some of the things that you might want to say.

Deborah Barndt

UNIT 2

TAKING CONTROL

Introduction

As immigrant women, we face a number of difficulties in looking for jobs or further training and education, in getting service from institutions, or even in getting information about these things. Sometimes it all seems so overwhelming that we want to scream or just give up trying. It is, therefore, important to analyze what is creating our problems and, where possible, to plan the steps to deal with them. In this way we can begin to take more control over what happens to us.

Taking control means being able to **act** and **initiate actions,** as well as just react to a situation. We often find ourselves in a situation where all we can do is react. This probably results from the fact that we have little understanding of our rights or that we are unprepared and feeling unsure of ourselves.

In this unit we are going to:

- analyze difficult situations common to immigrant women and begin to develop strategies to deal with them
- analyze a specific situation dealing with a government office
- learn the procedures for using the services of a Canada Employment Centre
- learn about our rights in using government services
- discuss helping each other to speak out in difficult situations
- discuss working together in a group
- develop general strategies for acquiring information

GETTING SERVICE IN A CANADA EMPLOYMENT CENTRE (CEC)

A situation we have all experienced or may experience in career planning or job search is dealing with officials in government offices.

An immigrant woman, Elena Ramos, has been going to a CEC for almost nine months. We are going to look at three encounters that she has had there and analyze them, one by one.

The First Visit to the CEC

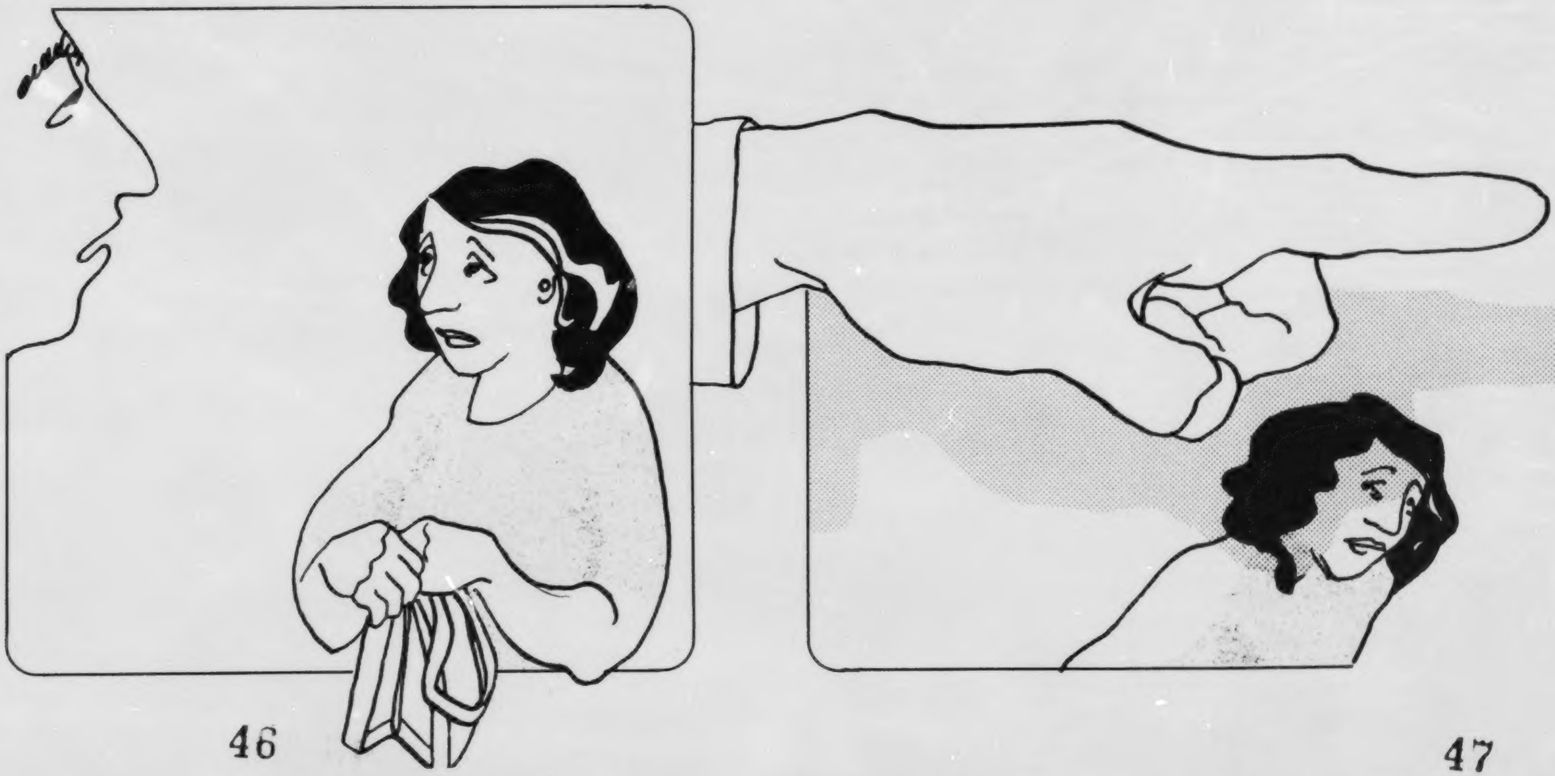
Elena Ramos is waiting in the reception area of the CEC with a large number of other people. When her name is called by a counsellor, she jumps up with a start. The counsellor walks into his office and she follows. He sits down and indicates that she do the same.

CEC: What can I do for you, Mrs. Ramos?
ER: I'd like some information about training courses.
CEC: Did you look at the job board?
ER: The job board? Oh, I didn't know I was supposed to do that.
CEC: Well, it's out there, on your right. (*indicates with his finger*)
ER: Okay, okay. I'm sorry. (*in a low voice; she slinks out*)

The counsellor goes over to his file and calls in the next client.

Questions to Think and Talk About

1. Why does Elena go to the Canada Employment Centre?
2. Does she get what she came for?
3. How do you think she feels?
4. How would you feel in her situation?
5. What are her rights?
6. How does the counsellor behave?
7. If you were Elena, would you do anything differently?



Six Months Later . . .

Elena Ramos is pacing back and forth in the reception area of the Canada Employment Centre. A counsellor comes out, calls her name and walks back into his office without looking at her. He sits down and motions for her to take a seat.

CEC: Well, Mrs. Ramos, what can we do for you today (*looking at her file*) mmmmmmmm . . . ?

ER: (*in a firm but high voice*) I'd like some information about training courses!

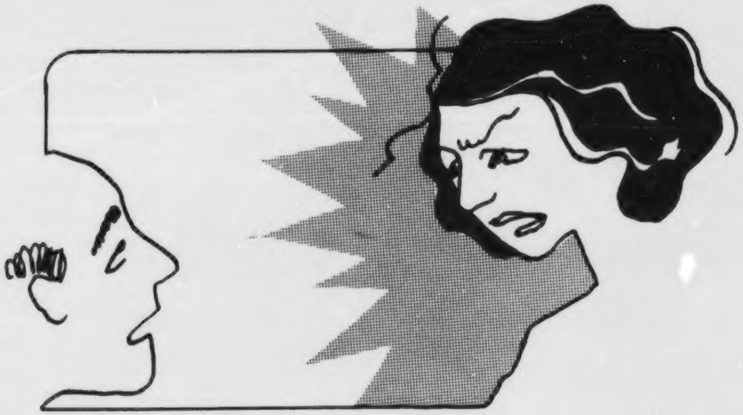
CEC: Did you look at the job board? Do you know where the job board is?

ER: (*voice rising*) Of course I know where the job board is. I've looked at it a million times already and it's got me nowhere! I'm not here looking for a job. I want information on training courses!

CEC: What course do you mean?

ER: How am I supposed to know if no one tells me? Any course that will help me get a job!

CEC: (*voice also rising*) Look here! Don't waste my time. Find out what you want first!

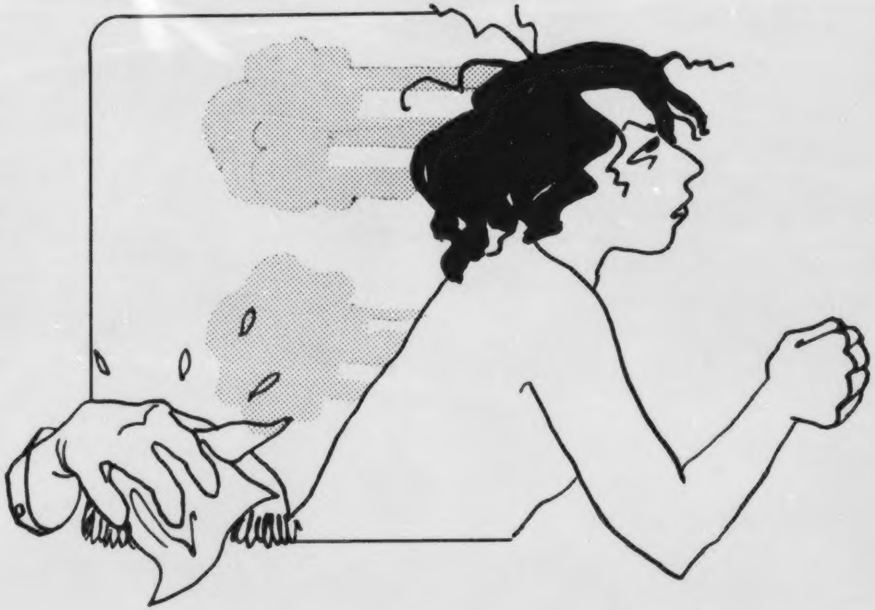


ER: What kind of a counsellor are you? You are supposed to help people! All you do is sit behind that damn desk all day and collect a fat paycheque! What do you care about us? (*stomps out in tears*)

CEC: (*wiping forehead*) What a case!

Questions to Think and Talk About

1. Does Elena succeed in getting what she came for?
2. How does this visit compare with the first?
3. How do you think she feels?
4. Why does she react so strongly?
5. Elena says to the counsellor, "You are supposed to help people." What do you understand to be the counsellor's responsibilities?
6. What would you do in Elena's place?



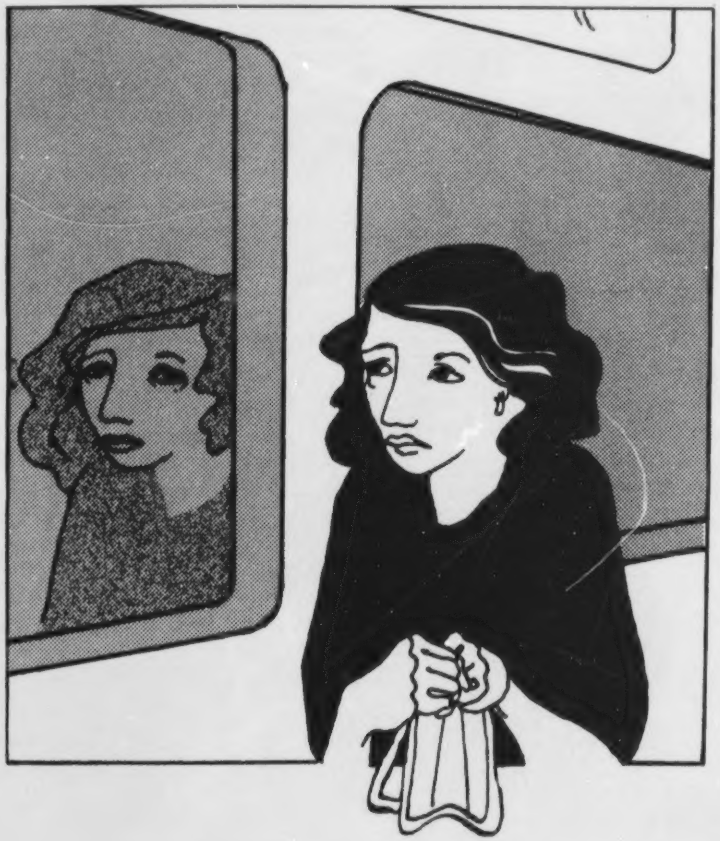
"What bothers me is that I felt so powerless"

Elena has joined the group shortly after her second visit with the CEC counsellor. She talks about her experience.

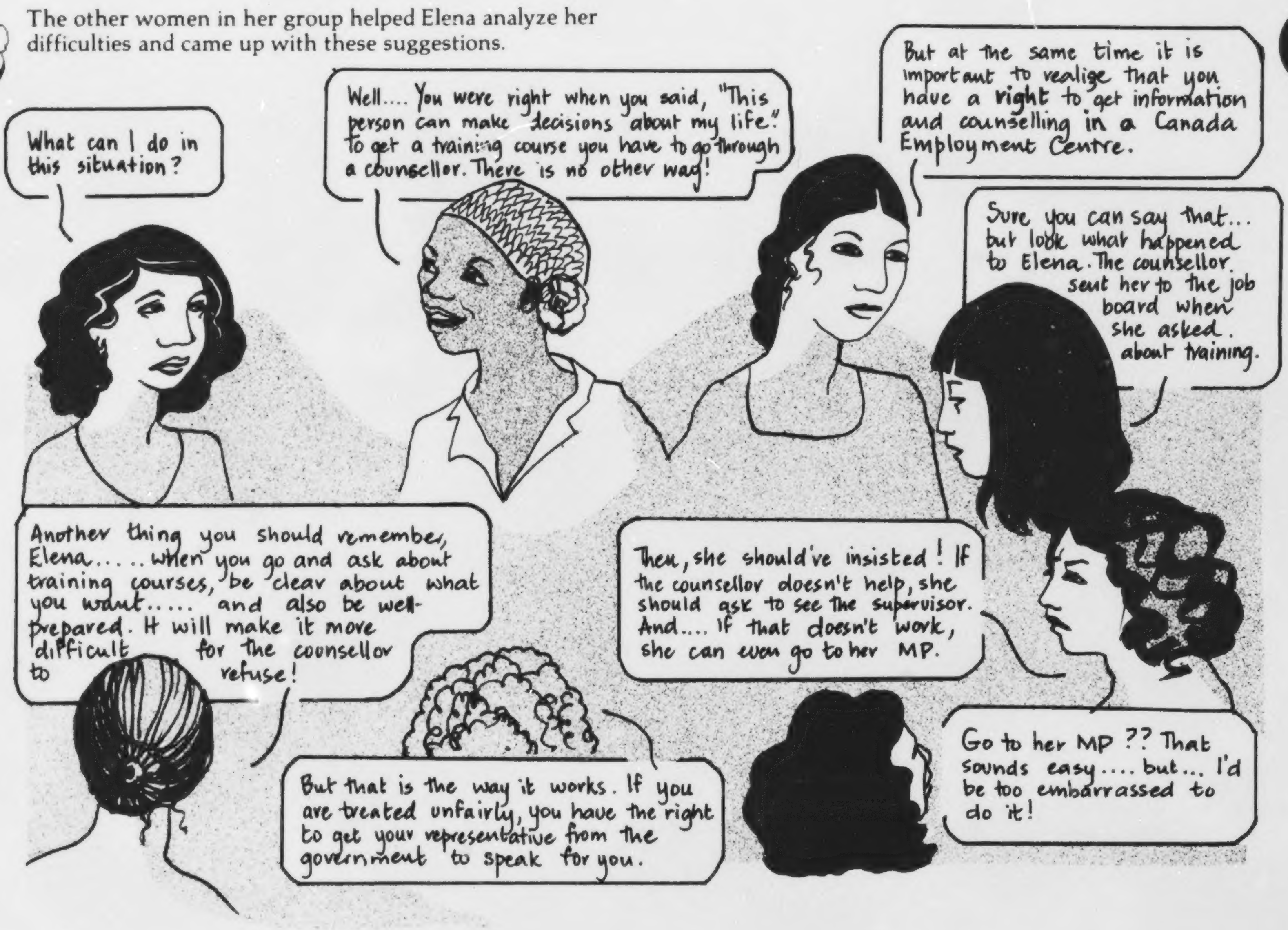
I had been in Canada about a year and a half, working in a factory in the day, improving my English at night school, when I began to feel like . . . in prison. The work was hard . . . it's true . . . but I was thinking that this would be my life forever . . . in Canada. That made me feel so discouraged. A friend told me, "Go to Manpower; they give training courses." So I went. It was the first time I went to Manpower. I didn't know what to do, I felt very stupid. I filled out some application form that a woman gave me. I got a pink card . . . I don't know what for. Finally, this man called me into his office. I told him I wanted to know about training courses. He told me to look at the job board. I felt really bad . . . humiliated . . . like a kid in front of the director at school. Of course, there were no jobs for me. When I got on the streetcar, I felt very confused . . . deceived . . . then angry at myself. I kept thinking, "Why did he give me no chance to talk about courses? Why didn't I say anything more? Maybe my application shows I am not qualified for courses. Why didn't I insist? Why? Why?"

After that I went again . . . and again. Every time, a different counsellor . . . no one wanted to listen to me. I began to feel really frustrated and useless . . . like a piece of garbage, a nothing! Again I talked to my friends. They said, "Listen, you have many abilities. You must go back and find out about those courses. Don't let them throw you out!"

So I told myself, "Now you are going to go into that office and demand to know!" I went into Manpower, really determined, very nervous . . . What happened? The same old story. I was so angry that I began to shout and say stupid things . . . I left, crying. What bothers me is that I felt so powerless in that situation. That person . . . that counsellor . . . who knows *nothing* about me . . . cares *nothing* about me . . . can make decisions about *my* life! How is this possible? What can I do?



The other women in her group helped Elena analyze her difficulties and came up with these suggestions.


What can I do in this situation?
Well.... You were right when you said, "This person can make decisions about my life." To get a training course you have to go through a counsellor. There is no other way!
But at the same time it is important to realize that you have a right to get information and counselling in a Canada Employment Centre.
Sure you can say that... but look what happened to Elena. The counsellor sent her to the job board when she asked about training.
Another thing you should remember, Elena..... when you go and ask about training courses, be clear about what you want..... and also be well-prepared. It will make it more difficult for the counsellor to refuse!
Then, she should've insisted! If the counsellor doesn't help, she should ask to see the supervisor. And.... If that doesn't work, she can even go to her MP.
Go to her MP?? That sounds easy.... but... I'd be too embarrassed to do it!
But that is the way it works. If you are treated unfairly, you have the right to get your representative from the government to speak for you.

Two Months Later . . .

Elena is waiting in the reception area of the Canada Employment Centre. She is looking at some papers that she has taken from a folder. When the counsellor comes out and calls her name, she puts the papers back into the folder unhurriedly, stands up and follows him into the office. He is already sitting down and she sits down and looks at him with a calm expression on her face.

CEC: Mrs. Ramos, I see that you have been to the Centre before. What can we do for you *today?*

ER: Yes, I have been to this Centre several times before, looking for a job and trying to get information about training courses. I haven't been able to find a job after looking for almost a year. I know that what I really need is more training. I'm here to ask about the courses that you give.

CEC: Then you should go upstairs and talk to a counsellor about the courses that we sponsor.

ER: Who should I ask for?

CEC: Talk to the receptionist and she'll give you an appointment with a counsellor.

ER: Thank you, Mr. . . .?

CEC: Hmm? . . .Oh, Irwin.

ER: Thank you, Mr. Irwin. If I have any questions could I speak to you again?

CEC: Sure. Goodbye.

Sometime Later . . .

Elena has been given an appointment with a counsellor. She has been called into his office.

CEC: I understand that you are interested in doing some upgrading . . .

ER: Yes, I have checked out the courses that you give — and there are two possibilities: drafting refresher and floral design.

CEC: *(looking over the lists in front of him)* I'm sorry, but both of these have been cancelled. There is no demand for them on the job market.

ER: Really? They were on the last list I saw! Okay then, I'd like to see what other options there are.

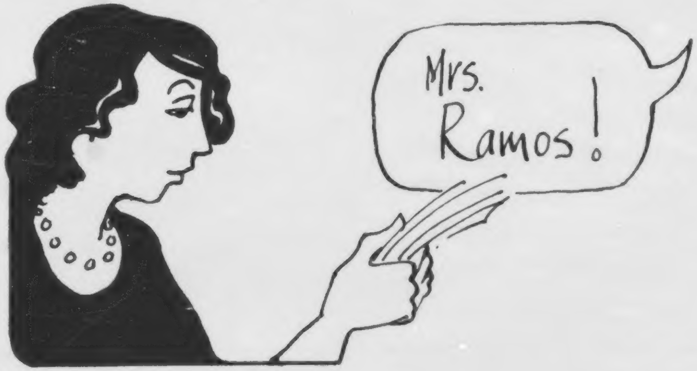
CEC: *(glancing over the list)* I don't see anything similar . . . no, there's nothing suitable for you.

ER: I'd like to know what courses are being offered!

CEC: Look, this is not a school. Why don't you look at some of the jobs downstairs?

ER: *(taking a breath, firmly)* I *have* been looking for a job for nearly a year. I've done everything: knocked on doors, checked the newspaper ads and the job board regularly . . . it's clear that I need more skills to compete on the job market.

CEC: I'm sure you *have* looked. However, there really is *nothing* that would be suitable for you at this time, so why don't you . . .



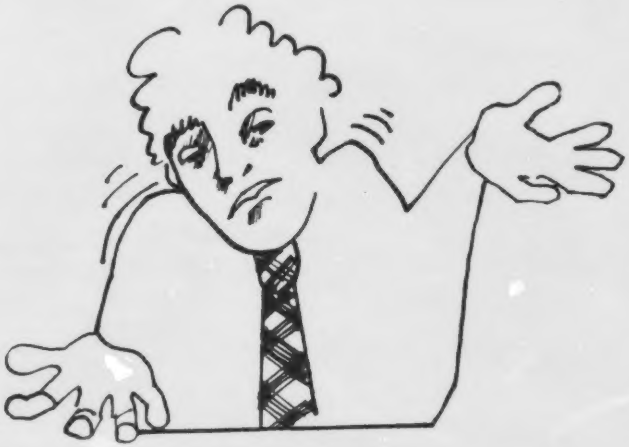
ER: I'd like to see your supervisor.

CEC: Look, I have checked the list and there are no courses for you!

ER: Yes, I know that you said that, but I'd like to talk to your supervisor.

CEC: Ask for Mrs. Frank. She's in the office across the hall.

ER: Thanks. *(turns and goes out)*



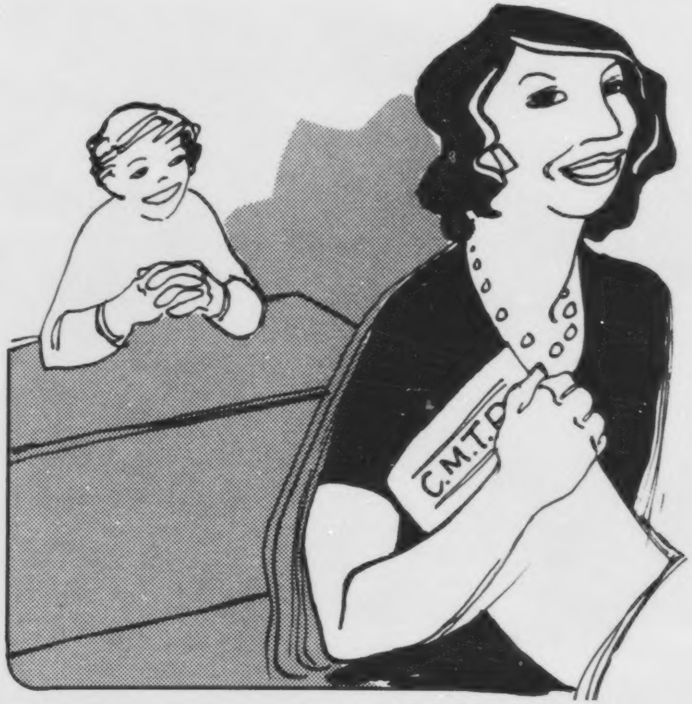
A Little Later . . .

Elena is in the supervisor's office and the supervisor is showing her the most recent list of courses. Elena is taking down some notes.

Mrs. F: . . . and so these are all the courses offered by CEC at the moment.

ER: Thank you for the information. I'd like to check on these some more and come back.

Mrs. F: That'll be fine. When you're ready, come back and we'll see what is possible.



Questions to Think and Talk About

1. In what ways are Elena's actions different from those during her first and second visits to the CEC?
2. What are the corresponding changes in the counsellors' responses to her?
3. What are the client's rights in this situation?
4. What are the strategies Elena used to take more control in this situation?

If you were going to the Canada Employment Centre, how would you prepare yourself to:

- get what you want out of the interviews
- acquire the information you need on skills upgrading or retraining courses
- understand your rights as a client of the CEC
- find out about CEC procedures and structures
- present yourself to CEC personnel in the best possible way
- know what documentation, if any, you need to take with you
- learn language expressions needed in interviews

If you had problems at a CEC (i.e., the counsellor was unhelpful, uncooperative or discriminatory), what steps would you take to get the service or information you needed?

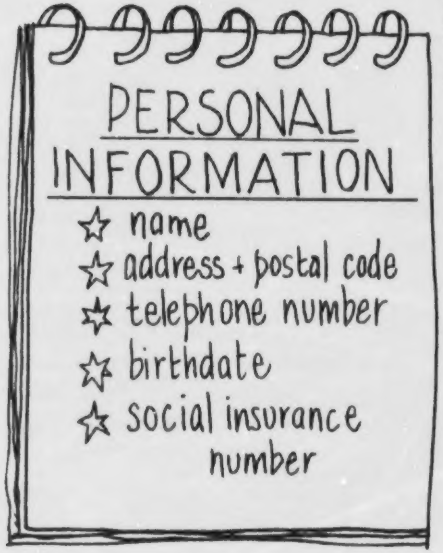
[redacted]

Do you have trouble filling out forms?

Guideline for Filling Out CEC Forms

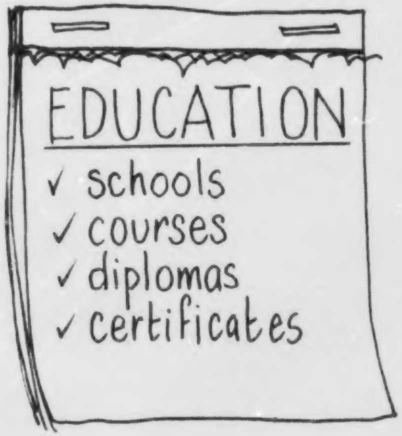
Filling out forms, such as the CEC forms or job applications, can be made easier if you go prepared with the required information.

Start collecting it now.



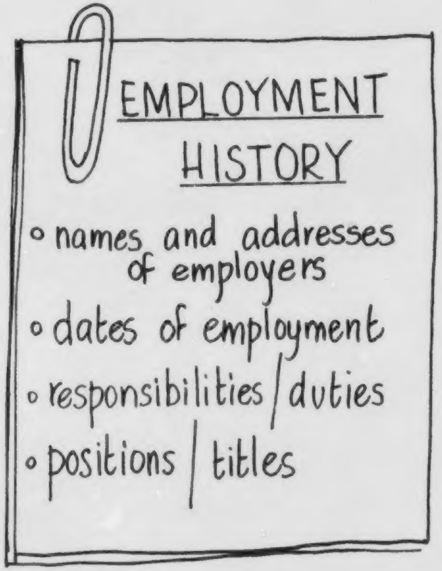
PERSONAL INFORMATION

- ☆ name
- ☆ address + postal code
- ☆ telephone number
- ☆ birthdate
- ☆ social insurance number



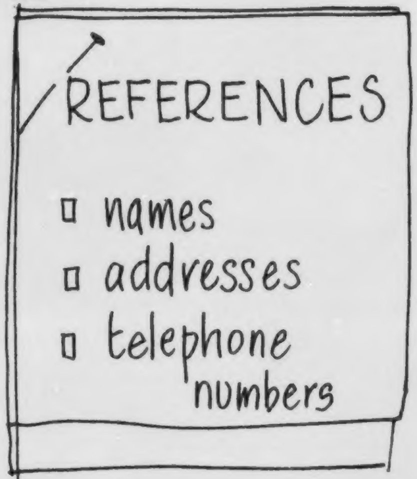
EDUCATION

- ✓ schools
- ✓ courses
- ✓ diplomas
- ✓ certificates



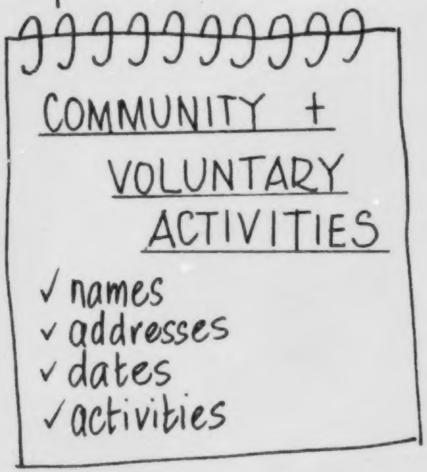
EMPLOYMENT HISTORY

- ○ names and addresses of employers
- ○ dates of employment
- ○ responsibilities / duties
- ○ positions / titles



REFERENCES

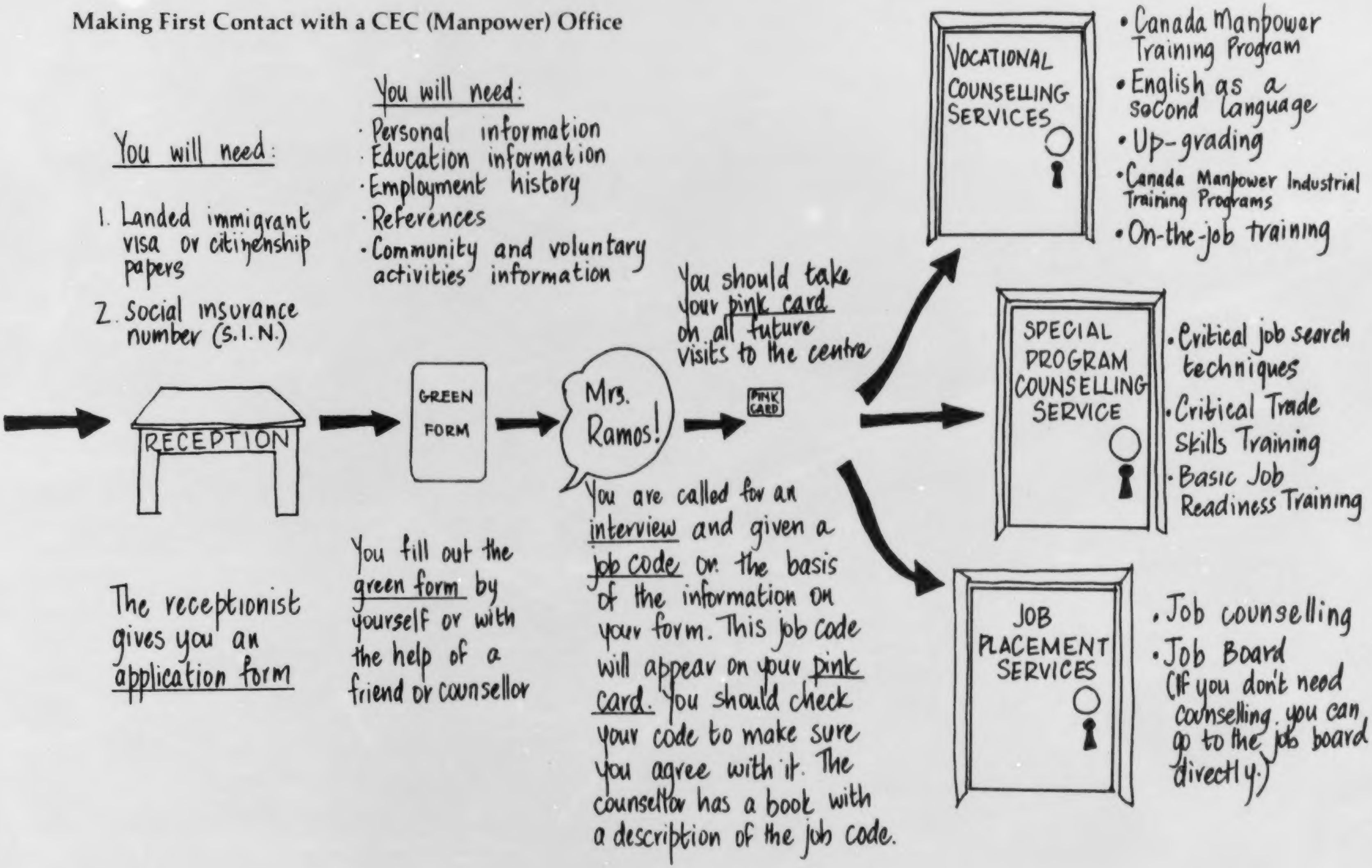
- ☐ names
- ☐ addresses
- ☐ telephone numbers



COMMUNITY + VOLUNTARY ACTIVITIES

- ✓ names
- ✓ addresses
- ✓ dates
- ✓ activities

Making First Contact with a CEC (Manpower) Office

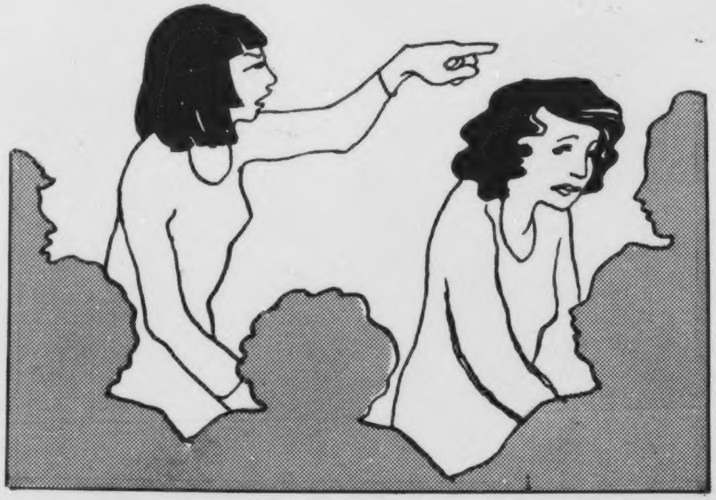

You will need:
1. Landed immigrant visa or citizenship papers
2. Social insurance number (S.I.N.)
RECEPTION
The receptionist gives you an application form
You will need:
· Personal information
· Education information
· Employment history
· References
· Community and voluntary activities information
GREEN FORM
You fill out the green form by yourself or with the help of a friend or counsellor
Mrs. Ramos!
You are called for an interview and given a job code on the basis of the information on your form. This job code will appear on your pink card. You should check your code to make sure you agree with it. The counsellor has a book with a description of the job code.
You should take your pink card on all future visits to the centre
PINK CARD
VOCATIONAL COUNSELLING SERVICES
• Canada Manpower Training Program
• English as a second language
• Up-grading
• Canada Manpower Industrial Training Programs
• On-the-job training
SPECIAL PROGRAM COUNSELLING SERVICE
• Critical job search techniques
• Critical Trade Skills Training
• Basic Job Readiness Training
JOB PLACEMENT SERVICES
• Job counselling
• Job Board
(If you don't need counselling, you can go to the job board directly.)

Helping Each Other to Speak Out in Difficult Situations

All of us have had experiences similar to Elena's in her attempts to get information about courses from CEC counsellors. Therefore we should be able to learn from each other and to help each other work through situations such as these. In the group, we can describe and analyze our common problems, and arrive at solutions together. One useful method of describing a situation is to do a "role-play" of it. A role-play is "acting out" the situation with another person — for example, either a group member or the group leader.

Here's a way to work through the situation together. Let's use Elena's experience as an example. Try following this procedure.

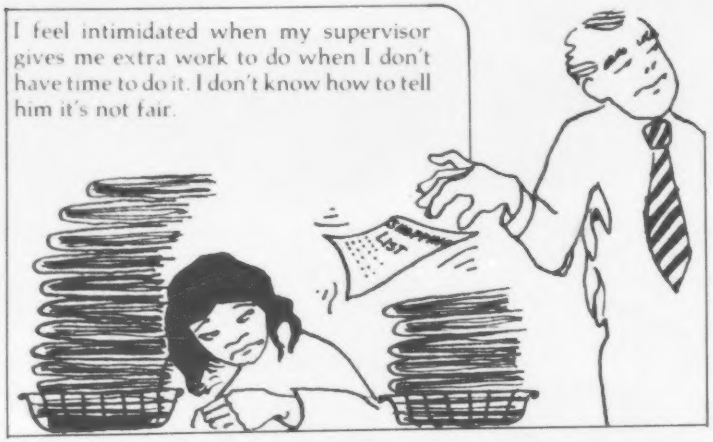
1. Elena describes briefly the situation according to the following:
   - Who is involved in the situation?
   - What has happened?
2. She then role-plays or "acts out" the situation with another person as it first happened.
3. After the role-play, Elena discusses the situation with the other group members. As a guide, we can use the following questions to describe and analyze the situation:
   - Who is involved in this situation?
   - What has happened?
   - What is the relationship of the other person or persons to you? Who has the power in this situation? Why?
   - How do you feel?
   - What is your right in this situation?

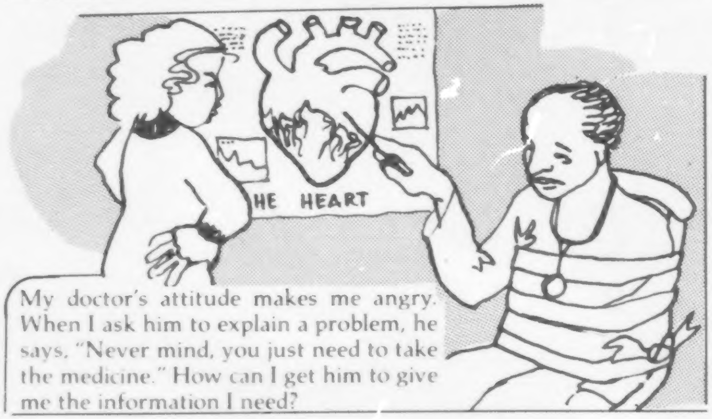


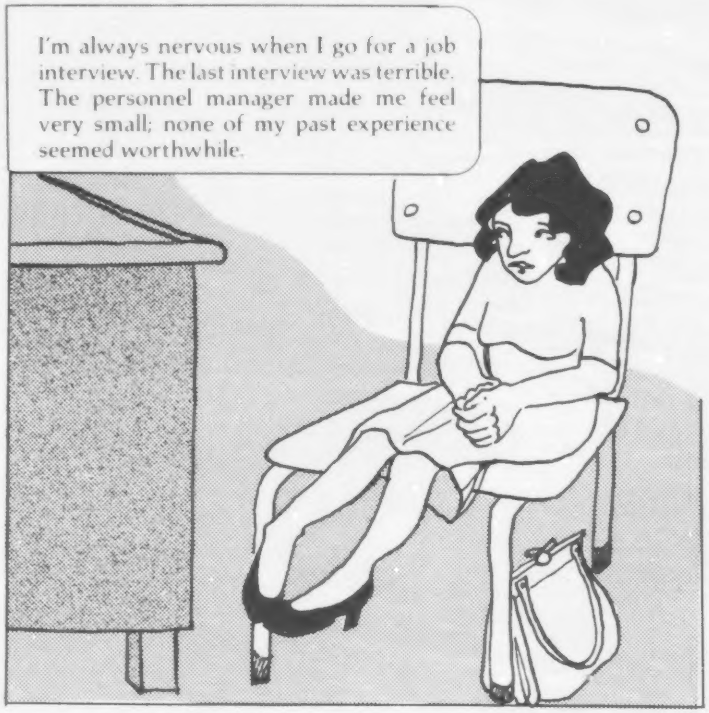
   - What do you want to say or do?
   - What can you do to get what you want?
   - What is stopping you from saying or doing what you want?
   - If you do say what you want to, what is the worst thing that can happen?
   - How can you prepare yourself for this type of situation?
4. After helping Elena to analyze her difficult situation, the group makes suggestions to help her deal with counsellors more effectively.
5. Elena then role-plays the situation again, using some of the suggestions from the group, as well as her own insights.
6. After the second role-play, Elena discusses with other group members the differences between the first and second role-plays.

Other Difficult Situations

We often find ourselves in situations that make us feel angry, frustrated, nervous, powerless, intimidated or worthless. Here are some examples of such situations from other group members:


I feel intimidated when my supervisor gives me extra work to do when I don't have time to do it. I don't know how to tell him it's not fair.
SHOPPING LIST


HE HEART
My doctor's attitude makes me angry. When I ask him to explain a problem, he says, "Never mind, you just need to take the medicine." How can I get him to give me the information I need?


I'm always nervous when I go for a job interview. The last interview was terrible. The personnel manager made me feel very small; none of my past experience seemed worthwhile.

Can you think of another situation that makes you feel nervous or frustrated? Would you like to role-play it?

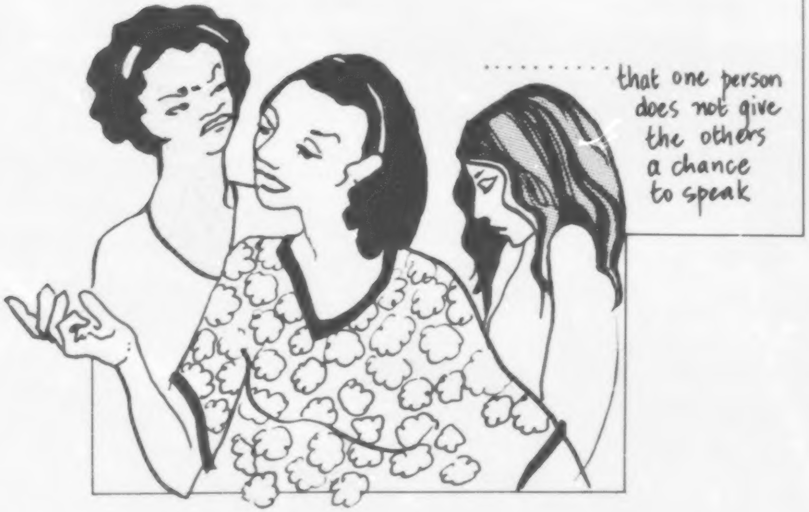
Working Together as a Group

Coming together with others to study and work through common problems can be more effective than trying to do it alone. This is because:

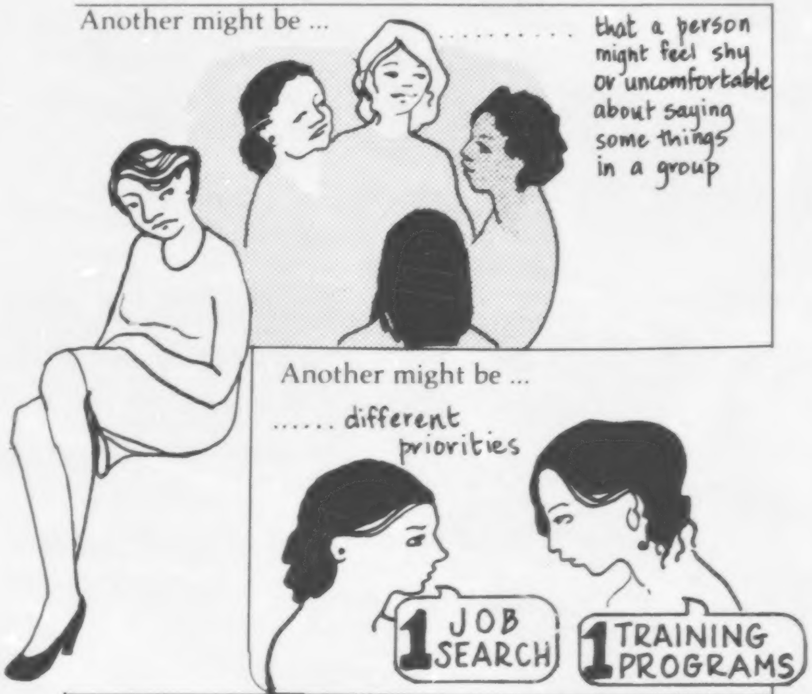
- It makes us feel less isolated
- We get support from others
- We can share ideas and information

Can you think of other advantages?

But sometimes there may be problems. One might be ...


.... that one person does not give the others a chance to speak

Another might be ...


.... that a person might feel shy or uncomfortable about saying some things in a group

Another might be ...

...... different priorities
1 JOB SEARCH
1 TRAINING PROGRAMS

What are other possible problems?

How can the group deal with them?

Rights and Obligations as a Member of a Group

When people study together in a group it is important to establish some guidelines for working together so that everyone has a chance to speak out.

As a member of our group, each person has a right to:
- Ask for information, clarification
- Say what she is feeling
- Have the opportunity to speak

Can you think of others?

As a member of our group, each person has an obligation to:
- Share information with others
- Give support, reassurance and encouragement to the others
- Listen to others

Can you think of others?

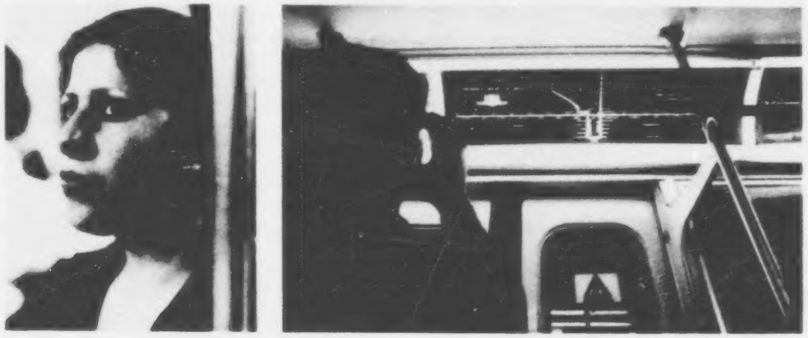
Developing Strategies

When Elena spoke to the counsellor on her third visit to a CEC, she had planned *what* to say and *how* to say it. She had also thought about *how* to deal with obstacles.

Go back to the previous pages and look for the strategies described below. Some strategies may appear more than once. Note the strategies or expressions that you think might be useful to you.

Find the strategy by which Elena:
- shows that she has been actively looking for a job
- concludes from her unsuccessful job search experience that she needs more training
- states clearly the reason for her visit
- shows that she has done her research on training courses
- insists on her right to information about courses
- insists on her right to make use of the services and personnel of the Canada Employment Centre

Identify the obstacles that the second counsellor put in Elena's way.
Explain how Elena dealt with them.
Now, describe a problem you have had and outline the steps you should take to deal with it.



CHRISTIE ST.

UNIT 3

GOALS

Deborah Barndt dian marino

Introduction

We have come together to learn to plan our work lives more effectively. One of the first steps in this planning is to get clear what our goals are.

A **goal** is something that we want to achieve in the future, and something that we must work towards. For example, a goal might be to get the training needed to do an interesting, well-paid job.

We must also examine those obstacles which make it difficult for us to reach our goals and discuss ways to overcome them. The obstacles to our goals are various: they can be personal, social, institutional, economic or informational. A personal obstacle might be lack of self-confidence and an institutional one, lack of language training opportunities for immigrant women.

In this unit we are going to:

- define goals: dream goals, long-term goals and short-term goals
- study the goals and steps toward them taken by an immigrant woman, Lucia Bertolli
- help each other clarify our goals
- discuss ways of overcoming obstacles to achieving goals
- read and discuss a poem about goals and expectations
- develop strategies to help us describe our goals

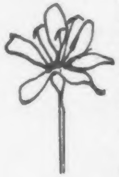
Goals

We all have a "dream" goal, something that we want to get to in the future — something that may seem difficult or even impossible to achieve. This goal may involve just ourselves or it may also include other people — our family, friends or our community.

If our "dream" goal is realistic and we are serious about attaining it, we can begin to plan how to go about it.

Once we clarify our "dream" goal, we can set long-term and short-term goals which will help us work towards it.

In our group, Lucia talks about her goals.



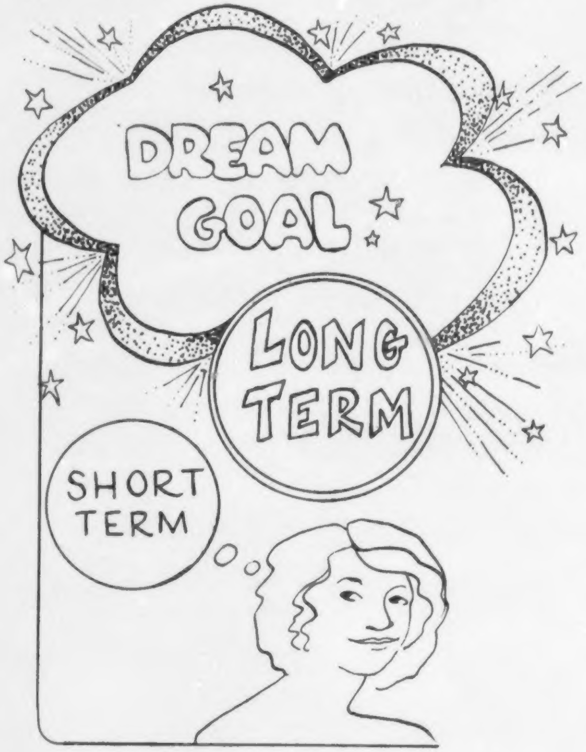
I guess they've changed throughout my life. When I first got married and had children, my goal was to bring them up well and take care of them, my husband and our home. I didn't have too much time to think about other things ... like not being able to read and write in English. You know, I used to get so embarrassed when people asked me to write things. How could I tell them that I didn't know how to! So I made excuses and would say, "Look, why don't you do this ... and I'll do ..." well, whatever it was that didn't need writing.

I got a certificate in hairdressing before I got married and worked in that, and even after, I did friends' hair at home. But when I tried to get a job as a hairdresser, and this was after eight years at home, I went to a lot of places, but they said my certificate was no good. Can you imagine that? A friend said I could get a job as a cashier or something, but I didn't want to do that!

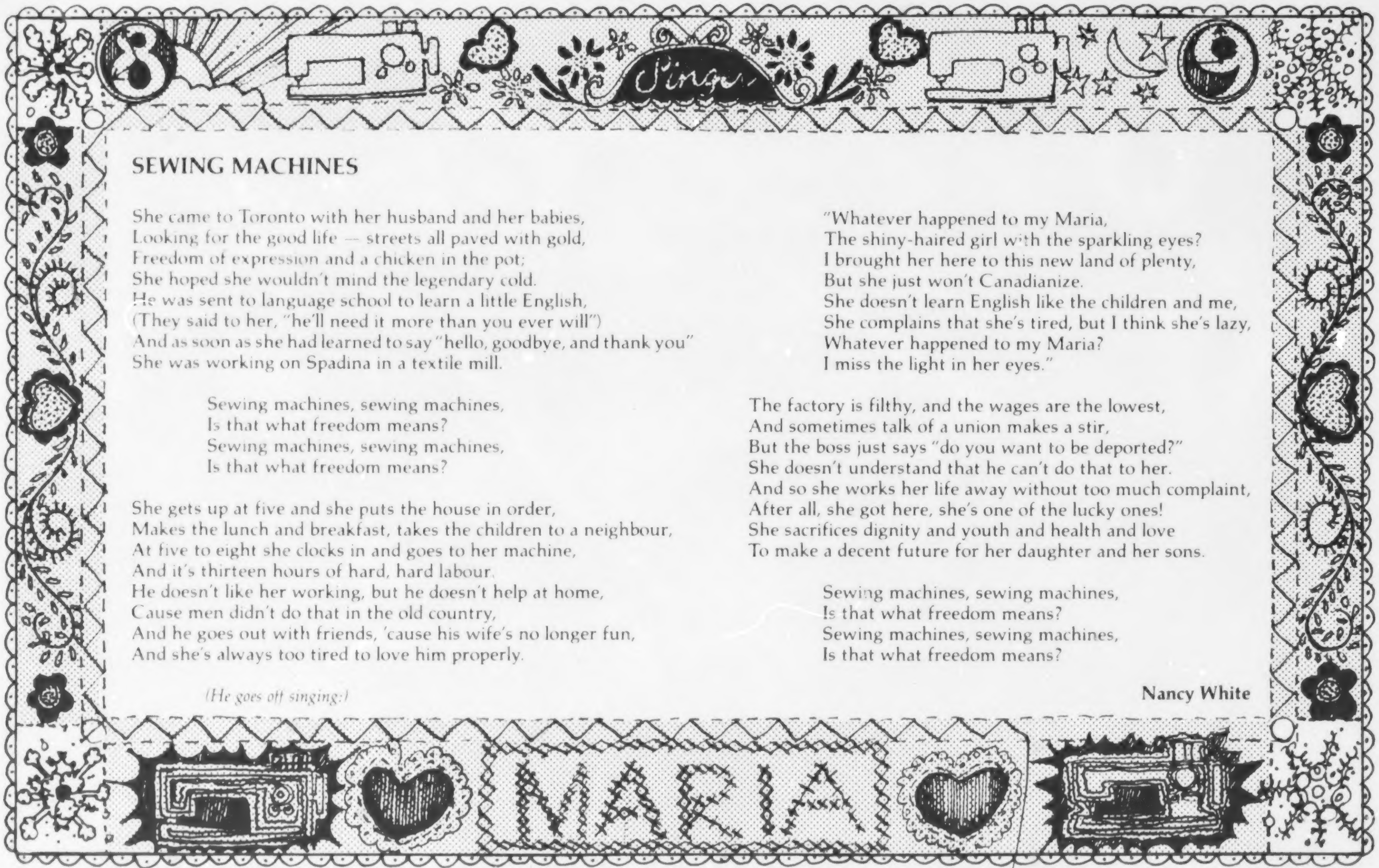
So I figured I had to go back to school before I could do anything else. I heard about this place you could go for free to do upgrading so I started going to English and math classes four times a week, two mornings and two afternoons. I studied a lot and it was so hard at first ... but my teacher helped me a lot. It made me feel really good because I felt I was learning something.

But this wasn't helping me get a job and my husband started complaining, "What do you need to study so much for? You should get a job instead." I want to get a job, too, but one which gives me something else, not just a little extra money. You know, I've been thinking about those women in the department stores who give advice on skin care, hair and all those things. Maybe I could take a course to do that. I know quite a bit about hair and skin care and makeup because I did it as a hairdresser.

I guess my "dream" goal — the one that I really want — is to have a real profession — a job that is interesting and helps me to keep on learning. My long-term goal is to get the training to do this kind of job. And my short-term goal would be to keep on upgrading myself. I'm working on my grade 10 now.



- What kind of training does Lucia have?
- What kind of experience does she have?
- What are some of Lucia's skills?
- What is her present situation?
- What does she see as her choices?
- Lucia says that her goals have changed. How have they changed?



SEWING MACHINES

She came to Toronto with her husband and her babies,
Looking for the good life — streets all paved with gold,
Freedom of expression and a chicken in the pot;
She hoped she wouldn't mind the legendary cold.
He was sent to language school to learn a little English,
(They said to her, "he'll need it more than you ever will")
And as soon as she had learned to say "hello, goodbye, and thank you"
She was working on Spadina in a textile mill.

Sewing machines, sewing machines,
Is that what freedom means?
Sewing machines, sewing machines,
Is that what freedom means?

She gets up at five and she puts the house in order,
Makes the lunch and breakfast, takes the children to a neighbour,
At five to eight she clocks in and goes to her machine,
And it's thirteen hours of hard, hard labour.
He doesn't like her working, but he doesn't help at home,
Cause men didn't do that in the old country,
And he goes out with friends, 'cause his wife's no longer fun,
And she's always too tired to love him properly.

(He goes off singing:)

"Whatever happened to my Maria,
The shiny-haired girl with the sparkling eyes?
I brought her here to this new land of plenty,
But she just won't Canadianize.
She doesn't learn English like the children and me,
She complains that she's tired, but I think she's lazy,
Whatever happened to my Maria?
I miss the light in her eyes."

The factory is filthy, and the wages are the lowest,
And sometimes talk of a union makes a stir,
But the boss just says "do you want to be deported?"
She doesn't understand that he can't do that to her.
And so she works her life away without too much complaint,
After all, she got here, she's one of the lucky ones!
She sacrifices dignity and youth and health and love
To make a decent future for her daughter and her sons.

Sewing machines, sewing machines,
Is that what freedom means?
Sewing machines, sewing machines,
Is that what freedom means?

Nancy White

Questions to Think and Talk About

1. What expectations did Maria have when she came to Canada?
2. Does the reality meet her expectations?
3. Maria's daily routine is an example of the "double day" that many working women have: a full-time job outside, many hours a day at home. What does the double day mean to a working immigrant woman?

4a. How does immigration to a new country affect family relationships?

4b. How does it affect an immigrant woman's position within her family?

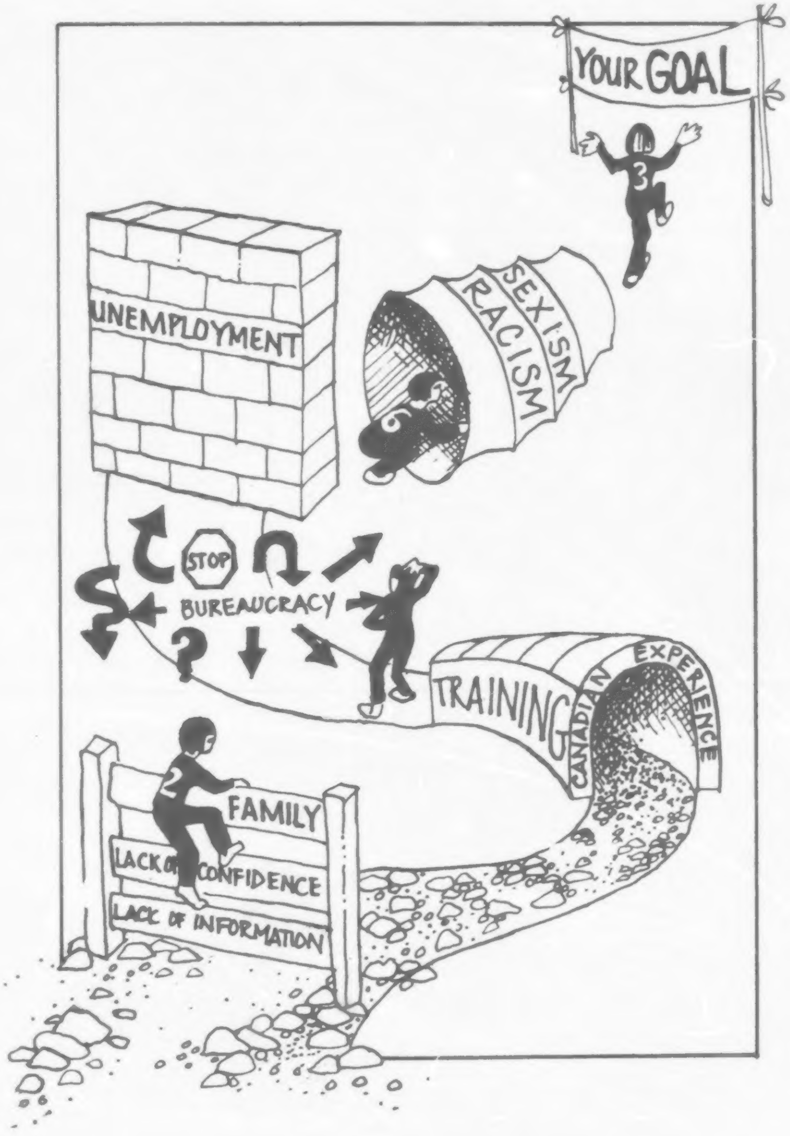
5. What are some of the problems that immigrant women face working in low-paid, low-skill jobs?
6. What options does an immigrant in Maria's situation have for creating a meaningful life in Canada?

Overcoming the Obstacles

For many of us immigrant women, our long-term or dream goal is to get a good job or a training course to learn new skills for working in Canada. However, we are faced with a number of obstacles which we must overcome in order to achieve our goal.

The "obstacle course" at the right outlines some of these difficulties or obstacles.

- Are the obstacles personal, social, institutional, informational or economic?
- Name those obstacles which are in our power to overcome.
- What will help us to overcome them?
- Can you think of others to add to this "obstacle course"?


YOUR GOAL
3
SEXISM
RACISM
UNEMPLOYMENT
STOP
BUREAUCRACY
?
TRAINING
CANADIAN EXPERIENCE
2
FAMILY
LACK OF CONFIDENCE
LACK OF INFORMATION

What Are Your Goals?

Describing our goals is not easy because our lives are very complex: there are many things that influence the goals that we set for ourselves and the choices that we make.

We also see that goals may change considerably throughout our lives. By talking with others in the group, Lucia was able to get a clearer idea of her dream goal and plan some of the goals on the way to it.

Questions to Think and Talk About

1. What is your "dream" goal?
2. What things do you have to consider to reach it?
3. What is your present situation?
4. What choices do you have?
5. What are your long-term and short-term goals?
6. Do they take you along the road to your "dream" goal?
7. Have your goals changed in your life, for example, from your life in your home country to your life in Canada?
8. How and why have they changed?

Developing Strategies

To clarify our goals, we need to think, get more information, organize and plan. We also need to be able to *talk about* our goals and how we plan to achieve them. This is especially true when we go to see a CEC counsellor, a vocational counsellor or a prospective employer. They will want to know if we are clear about our goals.

Here are some questions that you might be asked by vocational counsellors or employers about your goals and plans. Think about how you might answer them.

- What are your career aims or goals?
- What do you plan to do after you finish this training course?
- Are you interested in advancement in your work?
- What position do you hope to obtain in this company?
- What do you see yourself doing five years from now?

Sometimes these questions can be tricky. If you appear too ambitious, employers may feel you will not stay in the job long enough. On the other hand, if an employer is looking for a person who can learn quickly and wants to advance, talking about your ambitions may be useful.

For example:

(knowing the employer wants you to stay in the same job for a while)
"I hope to continue working in this job. I like the variety in it — it keeps the job interesting."

(knowing the employer wants someone for promotion)
"This job should satisfy me for a while, but I know that there are other opportunities in your company. I like to keep learning new things and taking on new responsibilities."

Deborah Barndt Schuster Gindin dian marino

UNIT 4

SKILLS

Introduction

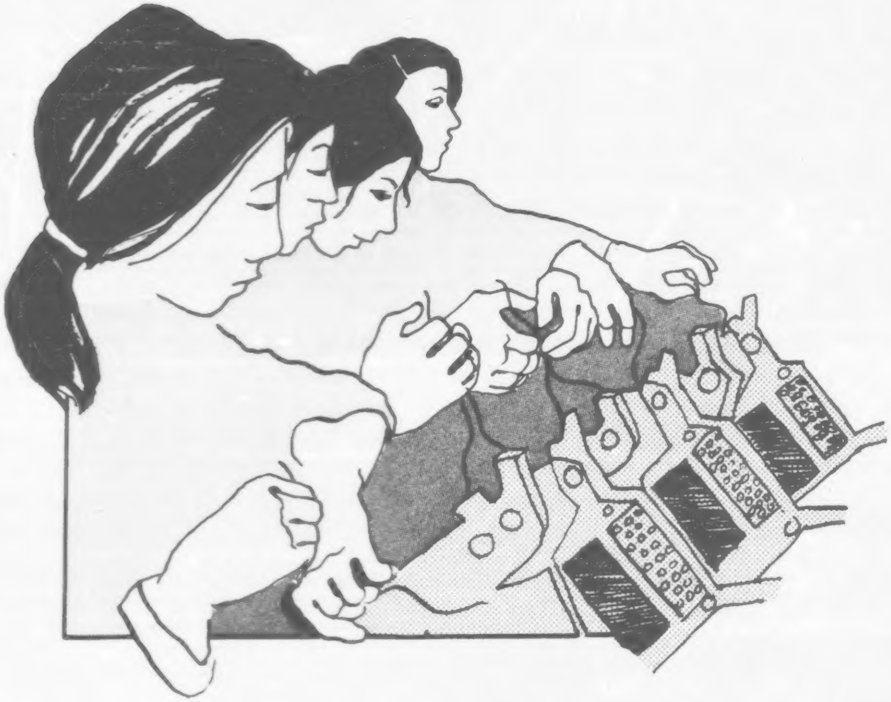
When we are looking for a job or investigating retraining possibilities, we must be able to describe:

- our **skills**: what we have learned through formal education or from other experiences and activities
- our **interests**: the kinds of things outside specific job skills that we like to do

Some of us find it difficult to describe our skills and interests because we might not realize how much we really know. In addition, we may have been taught that it is not polite or correct to talk about our "good points" or we may not be aware of what the Canadian workplace regards as useful skills; or, in our job search, we may have been made to feel that we *have* no employable skills. We will confront some of these problems now.

In this unit we are going to:

- study the experience of an immigrant woman in outlining her skills and interests to a potential employer
- analyze the activities of housewives to determine their skills
- examine our interests to help clarify the direction of our job search or retraining
- evaluate the skills we have learned in the *MAKING CHANGES* program
- develop strategies to help us describe our skills



Talking About Our Skills

When we go for job interviews or interviews with CEC counsellors, we have to be able to tell them what we can do, have learned to do and are capable of learning. Here is an example of a woman talking about her skills.

Meh Ran Soon has gone to a large electronics company to ask about an office job that involves a number of duties. She heard about the job vacancy from a friend who works in the company. Before she called for an interview, she found out as much as she could about the job and the company from her friend.

She is talking to the general manager of the plant in his office.

GM: Well, Mrs. Soon, why do you think you can do this job?

MS: When I was in Korea, I did a similar kind of job. I worked in the office of an electronics parts factory, doing many things: filing, accounts payable, typing, taking and filling out orders.

GM: But this position also requires you to operate a number of business machines, including a word processor. Are you familiar with these machines?

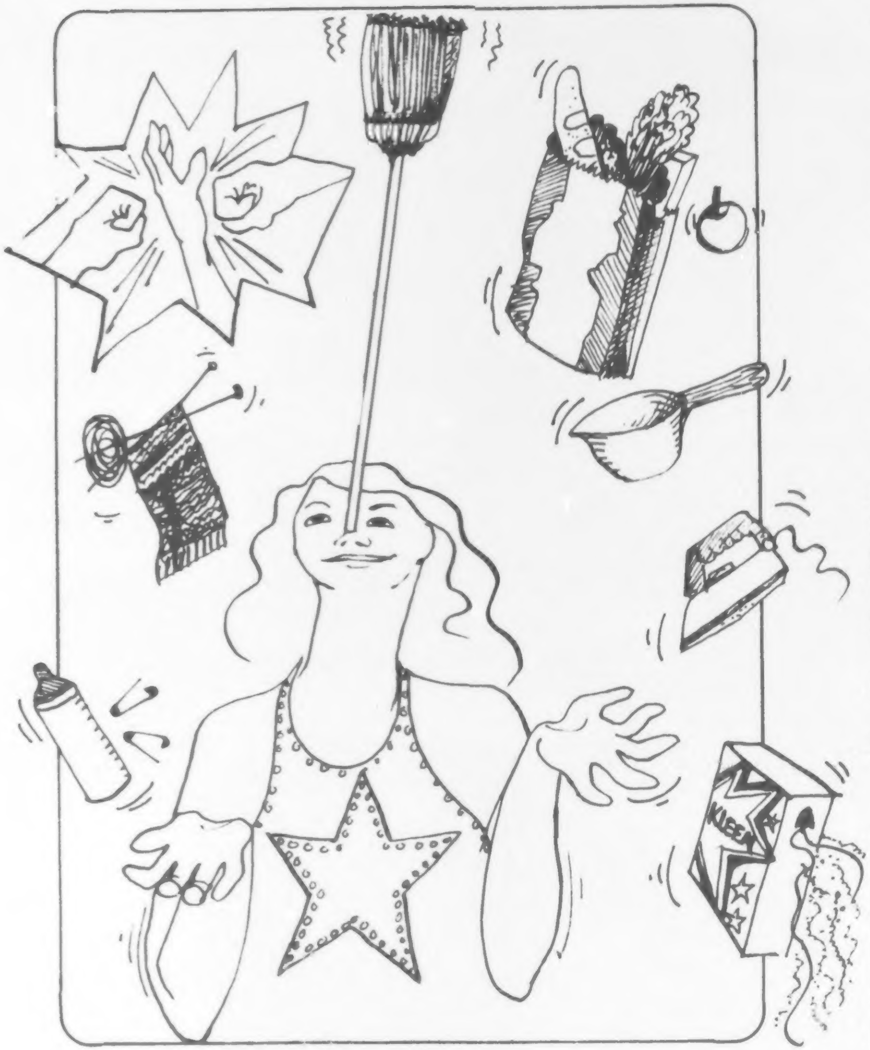
MS: I have worked with a number of business machines, but not with the word processor. However, I know that it's not difficult to learn and I learn very quickly.

GM: Do you think you would have any trouble with English?

MS: I had to know English terms in my job in Korea because we did business with American companies. No, I don't believe I will have many problems. I'm doing an advanced English course at a community college in the evening so my English is improving very quickly. By the way, I understand you have many Koreans working in the plant . . .

GM: Yes . . . ?

MS: I would be able to translate when necessary and speak to the workers in English and in Korean.



"Do You Work or Are You a Housewife?"

As women we are often asked this question. It implies that what we do at home is not work. It also suggests that the work we do at home has little value. This reaction leaves us feeling that we have very few accomplishments. Nothing could be further from the truth!

Throughout our childhood, our youth and our adult life, and as a result of the role that society requires us to play, we get a kind of "on-the-job" training in a number of areas: teaching, cooking and household maintenance, to mention a few.

Let's examine some of the things that we do or have done as wives, mothers and as housekeepers.

When you have written all you can think of, get another member of your group to add others. Then, link the activities you recorded with the skills you have learned. It is probable that you have learned more than one skill in one activity. For example, bringing up your children teaches you child care and teaching as well as food preparation. You may also use one skill in many activities: for example, you need time management skills to plan all the other activities.

Here is a list of skills that you may have learned. Record your activities next to the skills.

- time management
- organizational skills
- household maintenance and repair

- food preparation and service
- budgeting
- nursing
- purchase of large household items
- maintenance of clothing
- sewing, cutting of material, design
- bookkeeping
- hostessing
- child care
- comparative buying
- counselling
- teaching
- tension management
- others

List some occupations that require these skills or sets of skills.

We have considered a number of the skills that most women learn through their roles as housewives. We have also looked at some occupations where these skills can be applied. Many of the occupations are traditional "women's jobs" — as day care workers, cooks, waitresses, domestic workers and teachers. As such, they also tend to be the most exploitative, lowest-paid and with the least job security and benefits.

It is very important to insist on more recognition, better pay and benefits for those of us women who work in these jobs. At the same time, it is necessary to realize that the demands of the job market in Canada require other new skills.

Discovering Our Skills

We have also acquired skills through other activities in our lives — through our formal education, volunteer and community activities, work and special interests and hobbies. As we did in the housewives' exercise, we are going to identify some skills we have learned or applied in carrying out these activities. We will then relate them to occupations.

Education
In the space on the right, list any formal education you have had — primary or secondary school, special training courses, upgrading or English as a second language classes, etc. List your education both in your native country and in Canada. Indicate the school grade, certificate received and the dates of your studies. Indicate what you liked most and what you liked least.

SCHOOL GRADE OR COURSE AND/OR CERTIFICATE	DATES FROM—TO

Volunteer Work and Community Activities
In the space on the right, put down any activities you have participated in outside your family and work — something for which you have not received payment. This could include helping friends to fill out income tax forms, organizing cultural events in your church or community. Indicate what you liked most and what you liked least.

Immigrant women often have a difficult time being active outside the home.

> For many of us immigrant women, it is very hard to do other things outside the home. Often, we do not know what is available. Maybe it is different from what we have seen in our own countries. For example, we do not have programs to help old people because it is done by the family. Also, many of us just don't have the time, even to rest — we go from the factory to our homes to start a second shift of work.

ACTIVITY	YOUR RESPONSIBILITY

SKILLS/KNOWLEDGE LEARNED IN FORMAL EDUCATION

OCCUPATIONS THAT MIGHT EMPLOY THESE SKILLS

SKILLS/KNOWLEDGE LEARNED IN DOING VOLUNTEER WORK AND COMMUNITY ACTIVITIES

OCCUPATIONS THAT MIGHT EMPLOY THESE SKILLS

Work Background
In the space on the right, list any jobs or work you have done, whether full-time or part-time. Indicate where you worked, your duties and the length of time you were employed. This refers to your work both in your own country and in Canada. Indicate which jobs you liked best and which you liked least.

> Back home, I worked as a draftsperson for three years, in the same place as my husband. When I came to Canada, I studied English for six months. At the same time, I got some drafting books to learn the technical language. A man from my own country offered me a job on a part-time basis for two days a week. I accepted it because I needed practice and Canadian experience. I have been working in that job for four months now.

EMPLOYER	DUTIES	LENGTH OF EMPLOYMENT

Special Interests and Hobbies
In the space on the right, list the things you like to do for pleasure. These may include making crafts, sewing, reading, writing letters, playing the guitar, etc. These are skills you may not have considered that you have.

> I don't like just to sit — when I am having a conversation or when I watch TV. I keep my hands busy, knitting and crochetting.

SPECIAL INTEREST OR HOBBY	WHEN IT IS DONE

SKILLS/KNOWLEDGE LEARNED IN WORK SITUATION

OCCUPATIONS THAT MIGHT EMPLOY THESE SKILLS

SKILLS/KNOWLEDGE LEARNED FROM SPECIAL INTERESTS OR HOBBIES

OCCUPATIONS THAT MIGHT EMPLOY THESE SKILLS

What Are Your Interests?

Knowing your interests as well as your skills is important in determining what job training course is best for you. This quiz will help you identify your main areas of interest. There are no right or wrong answers. After each question, there are two boxes: YES and NO. Mark either box with an X. Check the results as instructed.

		Yes	No
1.	Do you like to work in a job where you can use your imagination?	☐	☐
2.	Do you like being in charge of a group or of group activities?	☐	☐
3.	Do you enjoy making things with your hands?	☐	☐
4.	Do you like regular contact with people throughout your workday?	☐	☐
5.	Do you like to work alone in doing a specific task?	☐	☐
6.	Do you like working in an office?	☐	☐
7.	Do you enjoy writing and/or telling stories?	☐	☐
8.	Do you like convincing others to follow your plan or direction?	☐	☐
9.	Do you enjoy making things and seeing the end product?	☐	☐
10.	Would you like a job working with people who are experiencing difficulties? (physical, health, psychological, economic, etc.)	☐	☐
11.	Would you like to work in a job doing research?	☐	☐
12.	Would you like to work at a job operating a computer or a business machine?	☐	☐
13.	Do you tend to express your feelings openly?	☐	☐
14.	Do you consider yourself to be an optimist?	☐	☐
15.	Do you like to build/repair objects?	☐	☐
16.	Do you always try to explain things clearly to people?	☐	☐
17.	Do you have a strong sense of curiosity about the world around you?	☐	☐
18.	Do you enjoy keeping your workspace, home, files, neat and tidy?	☐	☐
19.	Do you prefer to create things rather than to buy them? (e.g., design your own clothing, make your own gifts)	☐	☐
20.	Do you feel you are able to defend your point of view?	☐	☐
21.	Do you tend to use your free time to make things? (sewing, fixing up an extra room, etc.)	☐	☐
22.	Are you able to be sensitive to people's feelings?	☐	☐
23.	Do you tend to read books or articles about science?	☐	☐
24.	When you do a task, do you try to do it in a methodical way?	☐	☐
25.	Do you feel that you have artistic, musical or acting ability?	☐	☐
26.	Do you feel at ease speaking in a group of people?	☐	☐
27.	Would you rather work with machines, tools, objects, plants or materials than with people?	☐	☐
28.	Would you like a job giving people information?	☐	☐

29. Do you feel that you always have to find things out for yourself? ☐ ☐
30. Are you good at numbers? ☐ ☐
31. Would you like a job that gives you a chance to bring in new ideas or methods? ☐ ☐
32. Would you consider starting a new group or club? ☐ ☐
33. Do you like to plan carefully before you start a new task? ☐ ☐
34. Are you a person who listens attentively to others? ☐ ☐
35. Do you like to solve mathematical and/or word puzzles? ☐ ☐
36. Do you consider yourself an organized person? ☐ ☐
37. Do you like to describe people's feelings and desires? ☐ ☐
38. Are you good at persuading people to accept an idea or product? ☐ ☐
39. Is it important for you to finish one task before beginning another? ☐ ☐
40. Is it easy for you to meet new people? ☐ ☐
41. Would you rather play chess than read a novel? ☐ ☐
42. Are you good at organizing the contents of a report? ☐ ☐

How To Find Your Interest Areas. The graph contains 42 squares, one for each of the questions you have just answered. For every question that you answered YES, mark an X in the corresponding square. For example, if N31 is YES, mark X in the square numbered 31. Then count the number of X's on each line. Write the number in the space on the right. The lines with the most X's indicate which are your strongest interest areas.

1 ☐	7 ☐	13 ☐	19 ☐	25 ☐	31 ☐	37 ☐	________	(1)
2 ☐	8 ☐	14 ☐	20 ☐	26 ☐	32 ☐	38 ☐	________	(2)
3 ☐	9 ☐	15 ☐	21 ☐	27 ☐	33 ☐	39 ☐	________	(3)
4 ☐	10 ☐	16 ☐	22 ☐	28 ☐	34 ☐	40 ☐	________	(4)
5 ☐	11 ☐	17 ☐	23 ☐	29 ☐	35 ☐	41 ☐	________	(5)
6 ☐	12 ☐	18 ☐	24 ☐	30 ☐	36 ☐	42 ☐	________	(6)

(1) ARTISTIC AREA: You are innovative and you like to create new things or pleasant surroundings. You enjoy using your imagination in your work and expressing things in different ways. You tend to appreciate a number of different art forms, e.g., drama, photography, music, poetry and painting.

(2) LEADERSHIP AREA: You enjoy being in a directing, planning, managing role, whether it be in business, politics, community or family groups. You may have verbal skills which you can use either to manipulate or to persuade others. You like to be able to influence the direction of the group that you are working with.

(3) PRACTICAL AREA: You enjoy working with your hands, with objects, machines, plants, materials, etc. When you run into problems, you want concrete solutions;

you try them out to see if they work. You like to understand how things work.

(4) SOCIAL AREA: You like being with people, doing work that involves others or in which you are helping others to improve their social conditions. You like having contact with people, giving information, counselling, selling, etc.

(5) INVESTIGATIVE AREA: You like working on your own, studying or doing research. You analyze and think things through carefully. You may also like recreational activities that involve problem-solving.

(6) ORDERLY AREA: You like keeping things organized and running smoothly. You enjoy attending to detail and you may have good numerical ability. You are able to help keep others orderly.

Matching Occupations With Your Interests

There are 15 occupation listings in these pages. Some of them may be suitable for you. These are only a few samples. For further information, there are about 7,000 jobs listed in *The Canadian Classification and Dictionary of Occupations (CCDO) Volumes I and II*. (You can find both volumes in most libraries.)

Job Title lists the jobs in alphabetical order.

Interest Codes shows the combination of interests most often found in that particular occupation.

A = Artistic
L = Leadership
P = Practical
S = Social
I = Investigative
O = Orderly

The capital letters of your highest interest areas, in any order, make up the interest codes you should watch for in the list of occupations. For example, PIA or AIS suggests you may be interested in the job of draftsperson.

Job Description outlines the kind of work involved in each job.

Forecast Demand for Workers tries to look into the future in terms of job trends, up or down. You should not begin to train for a job that may be obsolete or overcrowded by the time you get to it.

Balance means that the number of workers available generally matches the demand. Check the most current estimates at Canada Employment Centres.

Wage Range covers pay scales for jobs. The column is coded, because some jobs are paid hourly, others weekly and others by annual salary. Incomes in each job can vary widely, depending on your skill, experience and responsibility.

Code	Hourly Rate	Weekly Rate	Yearly Rate
A	$ 3	$120	$ 6,000
B	$ 4	$160	$ 8,000
C	$ 5	$200	$10,000
D	$ 6	$240	$12,000
E	$ 8	$320	$16,000
F	$10	$400	$20,000
G	$12	$480	$24,000
H	Over $24,000 per year		

JOB TITLE	INTEREST CODE	JOB DESCRIPTION	FORECAST DEMAND	WAGE RANGE
Cabinet Maker	PAI	Constructs wooden articles such as kitchen cabinets, store fixtures and furniture following specifications using woodworking machines and hand tools. May apply veneers, finishes and trims.	Small to moderate increase	C—E
Child Care Assistant	SPL	Cares for children or infants under supervision in hospitals or group homes. Assists child in developing appropriate physical, psychological and intellectual growth patterns.	Slight increase	B—C
Computer Operator	IOP	Operates and controls computer to process business, scientific, engineering or other data.	Small increase	B—E
Draftsperson	PIA AIS	Prepares clear, complete and accurate working plans and drawings from rough or detailed sketches or notes. Specialized areas include architectural, automotive, cartographic, product and mechanical drafting.	Balance	B—F
Finance Clerk	OIS	Reviews and processes applications for loans and mortgages, checks ledgers, records security deposits.	Balance	B—D
Floral Arranger	AIS	Arranges floral decorations such as bouquets, corsages and wreaths. May deal with public.	Balance	A—C
Hair Stylist	PSA	Cuts and styles customer's hair, may do permanents, colouring, shaves, shampoos or scalp treatments.	Balance	A—D + gratuities

JOB TITLE	INTEREST CODE	JOB DESCRIPTION	FORECAST DEMAND	WAGE RANGE
Machinist	PIO	Sets up and operates various types of metal cutting and grinding machines to close tolerances; fits and assembles parts to make or repair mechanisms, tools or machines. Knowledge of metallurgy and blueprint reading.	Moderate increase	E—G
Nursing Assistant (RNA)	SAI SPI	Provides care to patients by performing bedside nursing functions and reporting observations and symptoms under supervision of a registered nurse.	Moderate decrease	C—D
Pattern Maker	PIA	Makes patterns for garments and upholstery parts following sketches, sample articles and design specifications.	Small decrease	A—E
Recreation Leader/Group	SLA	Conducts recreational activities in community centres, playgrounds or camps.	Balance	B—E
Sales Manager	LSO	Manages sales activities directly and through subordinates. Hires, trains and supervises employees, arranges work schedules, prepares purchase orders or requisitions. May formulate pricing policies, coordinate advertising, sales and promotional activities.	Small increase	G—H
Secretary	OSA	Takes dictation, composes and types correspondence, reports and minutes of meetings. Answers telephone and schedules appointments. May specialize as legal or medical secretary.	Balance	C—E
Tailor/Dressmaker	POS	Makes, alters and repairs made-to-measure or ready-to-wear clothing.	Balance	B—E
Word Processing Operator	IOP	Operates machine which transcribes, manipulates and edits material from printed source.	Small increase	C—D

Skills That We Learn in the Program

MAKING CHANGES is a program in which we learn and practise skills. Some of the skills may not even seem like skills; but, for example, analyzing problems and coming up with solutions in a group is a skill. Evaluating your own learning in the program is also a skill. We are going to practise this skill in this exercise. Many of the skills that we have practised up to now are listed on the left. On the right, check the spaces to indicate if each skill:

- is useful to you and/or the group
- is not useful to you
- should be practised more by you and/or the group

Skills Practised

	Useful	Not Useful	More Practice Needed
Introducing yourself to a group			
Analyzing problems and coming up with solutions			
Reading/writing in English			
Planning your future work life			
Collecting information for CEC forms			
Preparing yourself for interviews			
Helping others in the group to analyze their difficult situations			
Identifying your goals and skills			

Developing Strategies

When Meh Ran went for her job interview, she had done some preparation. She planned *what* she would say and *how* she would say it. She was also prepared for some difficult questions she might be asked.

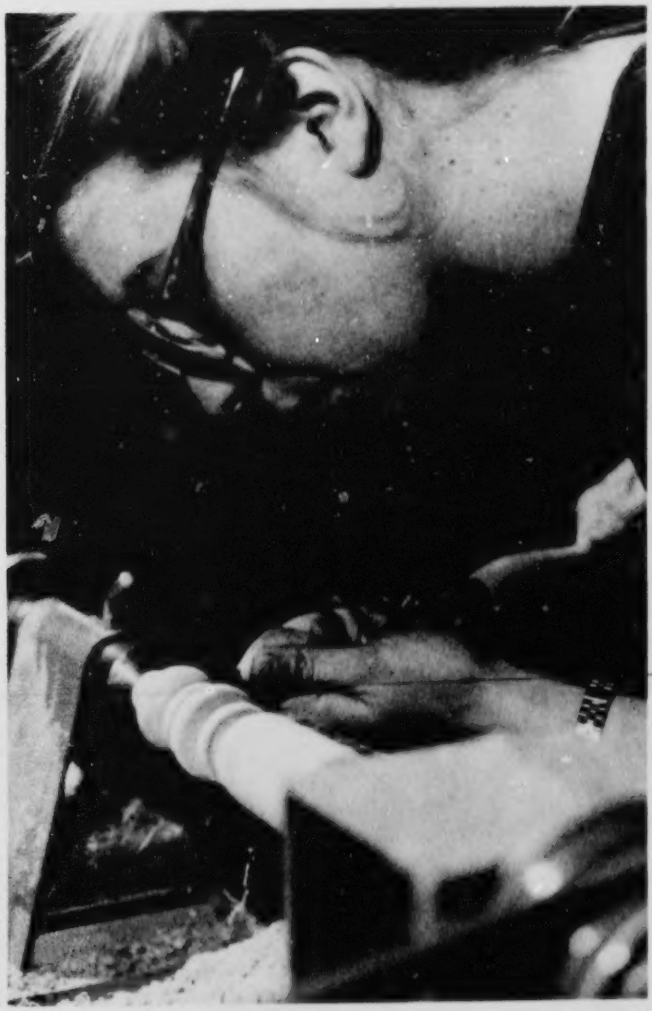
Go back to her story and look for the strategies listed below. After you finish, underline the strategies or expressions that you might use.

Find the strategy by which Meh Ran:

- links her previous work experience to the present job position
- describes her previous duties in detail
- shows that she is capable of learning and keeping up to the demands of the job
- takes initiative to show how she can apply her skills

Find some questions that the employer asked which created obstacles.

How did Meh Ran deal with these obstacles? How would you deal with them?



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UNIT 5

TRAINING FOR A NEW CAREER

Introduction

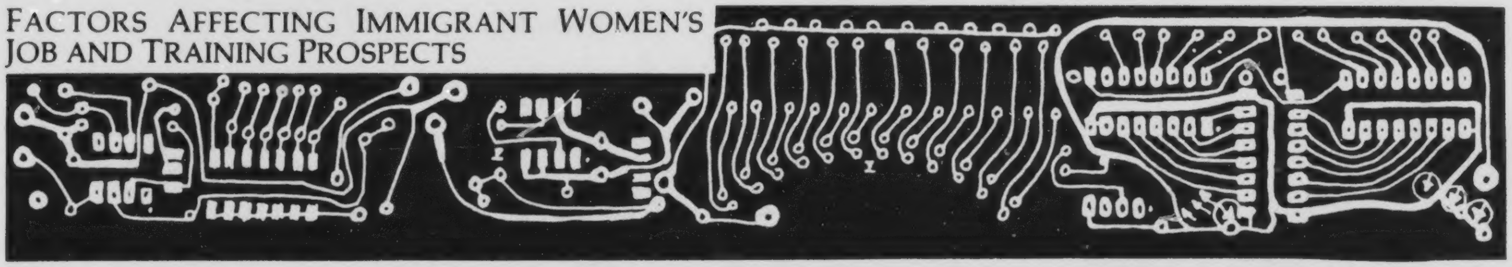
Immigrant women come to Canada with skills they acquired in their native lands. Many come trained in particular professions or occupations. However, when they try to find jobs in Canada, they often discover that their skills are not employable or in demand. For example, a Chinese-trained midwife is not able to practise her profession here; or a Greek woman from a rural area with no technical/industrial skills finds herself working at a low-skilled, poorly paid textile factory job in Toronto. Therefore, in order for immigrant women to compete for desirable jobs in Canada, it is often necessary to learn new skills either through institutional or on-the-job training.

The first step in looking for training is to find out what occupations will be in demand in the near and distant future. The next step is to investigate the available training possibilities. A third step is to find a suitable training program and financial support.

In this unit, we are going to:

- examine two major factors affecting immigrant women's job and training prospects: the new technology and increased government support for women in non-traditional occupations
- identify sources of information about occupations
- explore how to get information from the sources, using the example of one immigrant woman
- look at useful questions for doing research on occupations
- study charts on training and upgrading programs, including the Canada Manpower Industrial Training Program
- learn how to get into Canada Manpower programs
- compare two industrial orientation programs
- read about and discuss an immigrant woman's experience in her attempt to get into a training program
- review questions often asked about CEIC programs
- study some women's experiences in non-traditional occupations
- review the sets of initials that are used as abbreviations for the names of programs and institutions we should know about

FACTORS AFFECTING IMMIGRANT WOMEN'S JOB AND TRAINING PROSPECTS



The New Technology and Traditional Women's Jobs

A factor that is beginning to have a great impact on women workers and the jobs they traditionally do is the micro-electronic revolution, through which large numbers of workers and the machines they use now will be displaced by computers. It is predicted that in the next ten years, there will be high levels of unemployment in the clerical, sales and service areas. These are areas where women, including immigrant women, traditionally work. Unemployment will increase because companies are changing over their stores and offices to the new technology.

With this labour-saving technology, one machine is able to do the work previously done by many people. Workers may be laid off or simply not replaced when they leave; so that over a period of time, there will be fewer workers. Some of the jobs that remain will become more efficient and in many cases more boring. Others, such as the traditional typing, filing and bookkeeping jobs, will largely disappear. At the same time, new jobs, requiring different skills and training, will be created. These will include jobs as word processing operators, bookkeeping machine operators, computer operators and programmers and highly skilled managers and engineers.

The New Technology and Blue Collar Occupations

Workers in the blue collar occupations (manual workers), particularly in the manufacturing sectors, are also beginning to be affected by technological change. Increased automation will lower employment levels, displace production workers and reduce the skill requirement of an operation in the assembly line. Although there are fewer women working in industry, except in the clothing, textile and food industries, they too will be affected by technological changes in the industrial sector. As job opportunities in general decrease, women will be forced to compete for fewer jobs in industry. Modernization of the textile and garment industries is also occurring, thereby affecting the jobs of the many immigrant women who work there.

The trend in the labour market is, on the one hand, towards the elimination of certain skilled and semi-skilled jobs and the deskilling of others. On the other hand, there is an increasing demand for workers with new skills or highly specialized skills.

This change is of great concern to immigrant women, who will need to get training for either the new low-skilled jobs or the highly-skilled occupations. They — and women in general — will have great difficulty getting such training.

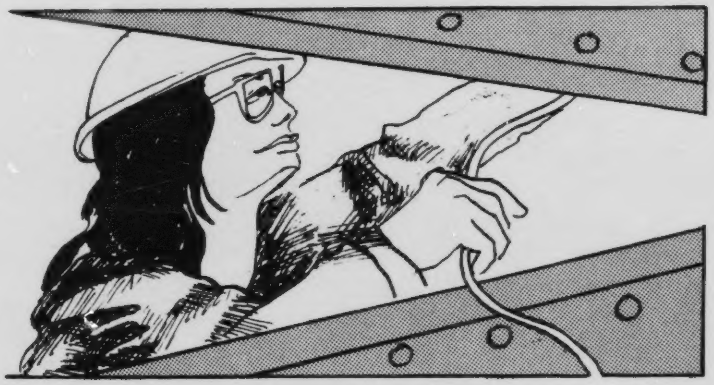
Although government and employers should have the responsibility for training or retraining workers to keep them in the workforce, so far, little financial support has been made available for training workers affected by the new technology.

Non-traditional Occupations for Women

While the long-term job prospects for women in traditional occupations are not promising, the skilled trades offer the possibility of some employment and training. There is a present short supply and a predicted future shortage in the skilled trades. This trend is a result in part of a dependence on immigration for skilled tradespeople and a lack of sufficient apprenticeship and training programs in Canada.

With a decreasing immigration rate, industry is faced with a shortage of skilled workers such as carpenters, tool and die makers, moulders, welder-fitters and machinists. In response to this labour need and also to pressure from groups concerned with equal employment opportunities for women, the federal government has made a commitment to help train women in these "non-traditional" occupations.

As an incentive to employers to hire and train women in an industrial training program, the government offers to pay up to 75 per cent of the female trainee's wage. Therefore, non-traditional occupations, those where less than 10 per cent of the workers are women, are a potential area of employment and training for immigrant women.



Questions to Think and Talk About

1. What are some of the advantages and disadvantages of the new technology?
2. Who benefits from the introduction of micro-electronic technology?
3. What happens to the workers who are displaced by machines?
4. a. What responsibility do employers have in retraining workers who have been displaced?
   b. What role should the government play?
5. What job prospects exist for immigrant women in this period of technological change?
6. Only two areas of employment are mentioned in this article. What other areas have job opportunities for immigrant women?
7. Which of the skilled trades or other non-traditional occupations interest you?
8. If you were planning to do training within the next year, what area would you be interested in?

"Even With the Problems, It's Still Worth It"*

After working many years as an unskilled machine operator, Caroline Friesman decided to try for the higher skill and salary of the machine shop trade.

After a one-year machine shop course at Mohawk College, she now works shifts as a machine operator and setter at Wabco Limited in Stoney Creek.

The work involves making metal parts, mostly on drill machines, according to blueprint specifications.

Machine set up requires putting the right tools on the machine adjusting speed and feed, and setting up proper drill jogs. Overhead cranes are used if the metal parts to be machined are heavy.

"I really didn't get interested in being a machinist until my father began working in the same plant with me. Whenever a machine I was using broke down, he would come over and say: 'Wouldn't you like to be able to fix it yourself, daughter?' as he plunked down his tools. So I decided to enter the trade.

"I'm the only woman in the department and it doesn't bother me at all," said Mrs. Friesman, who is used to a male household including her husband and three sons.

"My husband and my three sons think my job is great. In fact, when I was taking the machine shop course, I would take home wrenches and clamps at various stages of completion. My three sons, aged six, seven and eight, thought this was great and always wanted to take the tools to school for 'show and tell.'

"When I started at Wabco, some of the guys said 'Look how dirty and heavy your job is. Why don't you work with the rest of the girls?' I would just say: 'Dirt washes off.'

"The first day on the job I wore a flowered apron. The next morning all the guys came in wearing flowered aprons.

"Then one day they painted the back of my safety shoes bright yellow when I wasn't looking. I never know what they're going to do next.

"The day after a company dance, the guys told me they were shocked at how nice I looked. They didn't realize that they also looked nice at the dance."

Work in the machine shop, however, isn't always full of pleasant surprises for Mrs. Friesman.

"Some guys won't volunteer information when I ask them how they do certain things on the machines," she said.

"The foreman has moved me around on all the machines. I sense that a couple of the guys feel frightened about me.

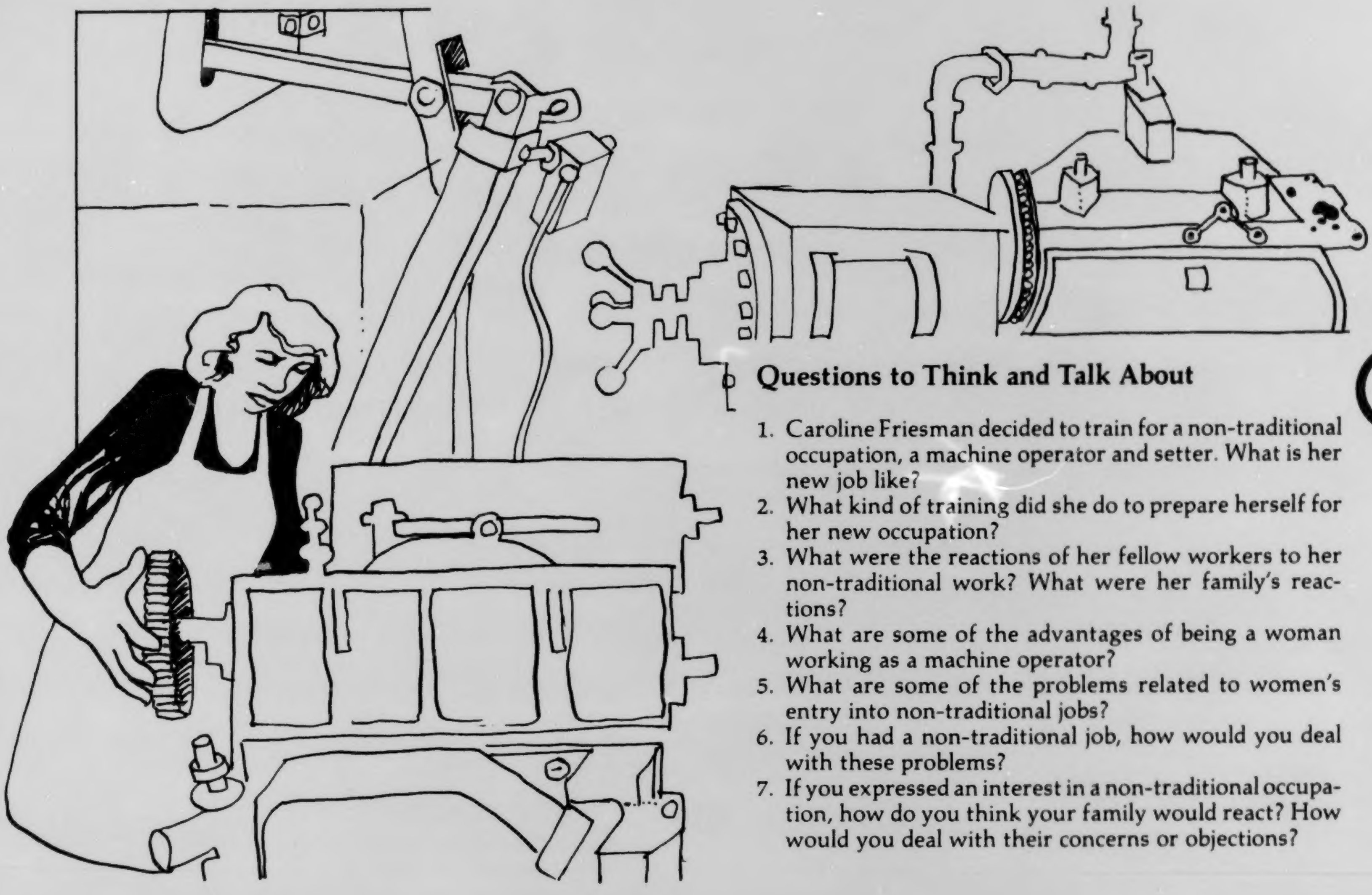
"I also get hollered at just like the rest of the shop.

"I've noticed too that my complaints sometimes are not taken seriously. When I was taken off the job that I'd done for a year, I decided to fight it.

"My boss said I looked awkward, unsafe and too small on that machine. But there are men there that are the same size as I am.

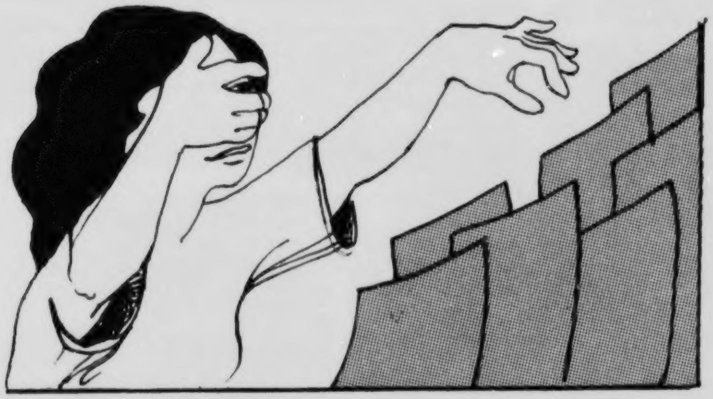
"The best part of my job is when production goes smoothly. Even with all the little problems here, it's still worth it."

*From the Hamilton *Spectator*, May 20, 1976. Reprinted with permission.



Questions to Think and Talk About

1. Caroline Friesman decided to train for a non-traditional occupation, a machine operator and setter. What is her new job like?
2. What kind of training did she do to prepare herself for her new occupation?
3. What were the reactions of her fellow workers to her non-traditional work? What were her family's reactions?
4. What are some of the advantages of being a woman working as a machine operator?
5. What are some of the problems related to women's entry into non-traditional jobs?
6. If you had a non-traditional job, how would you deal with these problems?
7. If you expressed an interest in a non-traditional occupation, how do you think your family would react? How would you deal with their concerns or objections?



RESEARCHING OCCUPATIONS AND CAREERS

There are a number of sources available to help you research occupations in Canada. However, many of the sources listed are those used in Ontario. There are comparable career information sources for other provinces and, as in Ontario, most of them can be found in public libraries or in private and government centres offering job counselling or job placement services. Here are some of the main sources:

- *The Canadian Classification and Dictionary of Occupations,* Volumes I and II
- *Careers Canada*
- *Careers Ontario*
- *Career Selectors,* Women's Bureau, Ontario Ministry of Labour
- College of Applied Arts and Technology (CAAT) calendars
- Continuing Education calendars of CAAT, Universities, and Boards of Education
- Apprenticeship Branch, Ontario Ministry of Colleges and Universities

Some of these sources give a lot of information; others give only brief outlines. If you have a particular occupation in mind, you should go directly to a more detailed description. For example, if you want to know about the trade of tool and die maker, go to the *Canadian Classification and Dictionary of Occupations,* where occupations are listed alphabetically. There you will find information about:

- the occupation itself
- preparation and training, including educational requirements and apprenticeship possibilities
- certification
- working conditions
- earnings or wages
- aptitude, interest and temperament factors
- future outlook
- sources of further information

If you are unfamiliar with the range of possible occupations, you might want to start looking at the *areas* of occupations. For example, the Career Selectors from the Women's Bureau of the Ontario Ministry of Labour are grouped into seven broad areas:

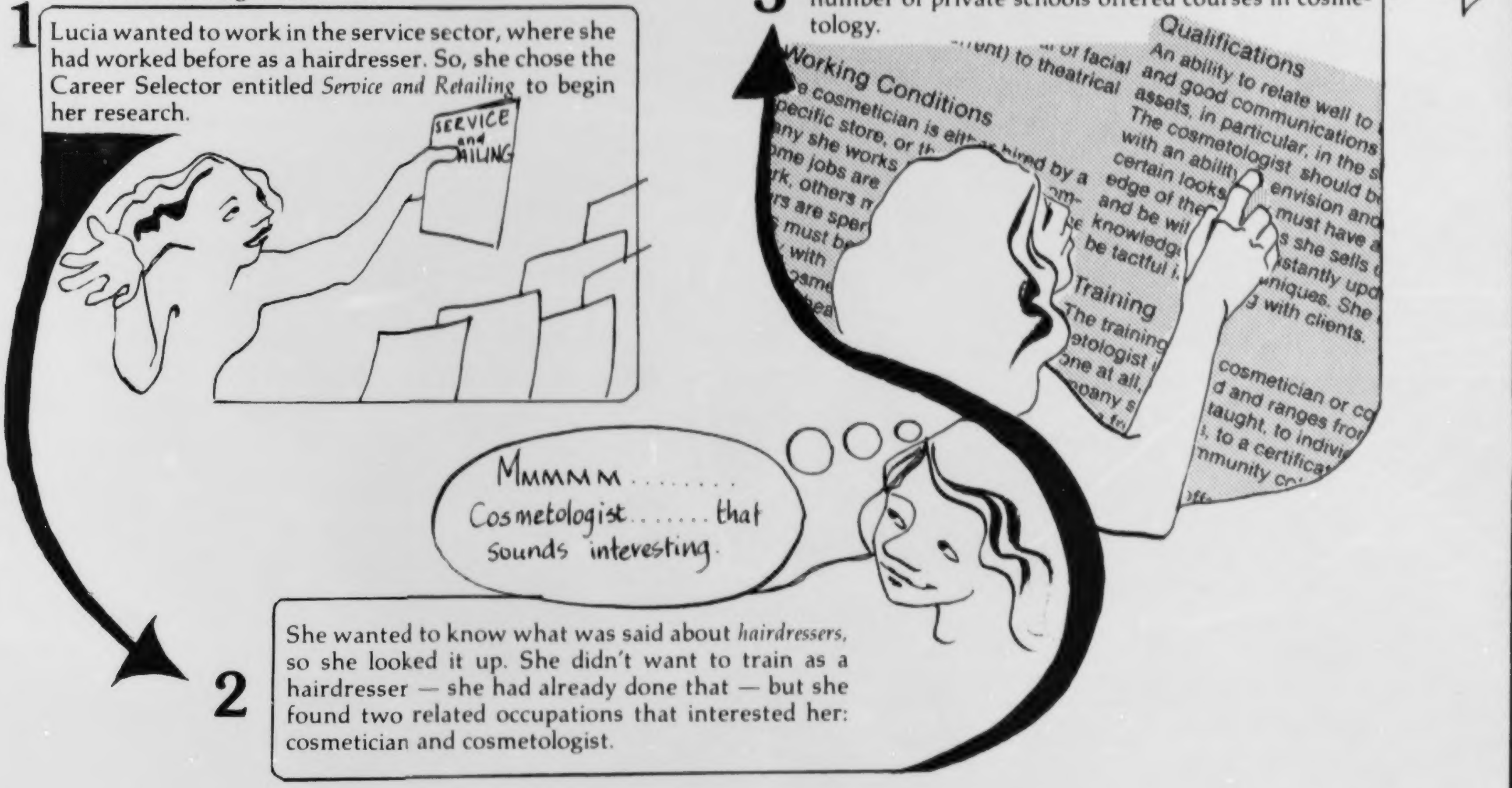
- Business, Finance and Office
- Communications and Creative Arts
- Community Service and Education
- Health and Paramedical
- Science and Technical
- Service and Retailing
- Trades and Industry

Choose one area and then focus on one or two specific careers within it. Here's how Lucia Bertolli, who shared her goals' clarification with us, used the Career Selectors for retraining information.

1 Lucia wanted to work in the service sector, where she had worked before as a hairdresser. So, she chose the Career Selector entitled *Service and Retailing* to begin her research.

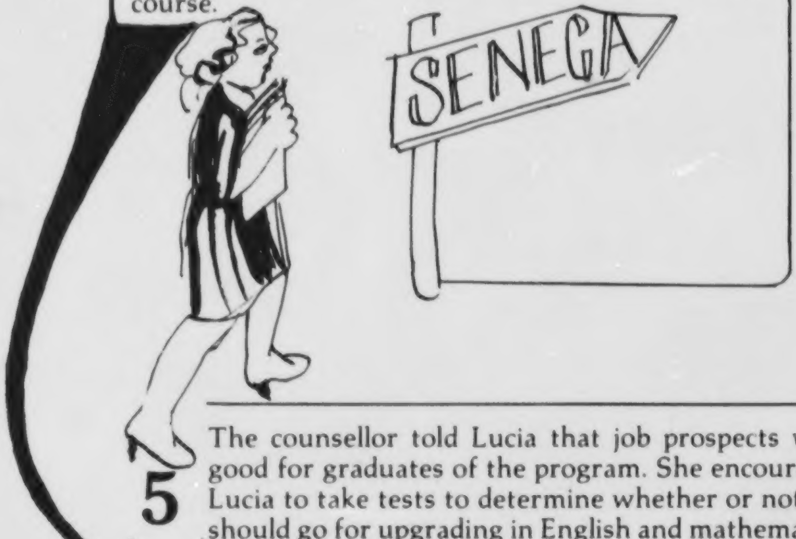
2 She wanted to know what was said about *hairdressers*, so she looked it up. She didn't want to train as a hairdresser — she had already done that — but she found two related occupations that interested her: cosmetician and cosmetologist.

3 Lucia found that Seneca College in Toronto offered a one-year certificate program in cosmetics and that a number of private schools offered courses in cosmetology.


SERVICE and RETAILING
Mmmmm .... Cosmetologist...... that sounds interesting.
Working Conditions
Qualifications
Training

4

She got a copy of Seneca College's calendar to find out the educational requirements and fees for the program. Then she called a guidance counsellor at the College to make an appointment to talk about the course.

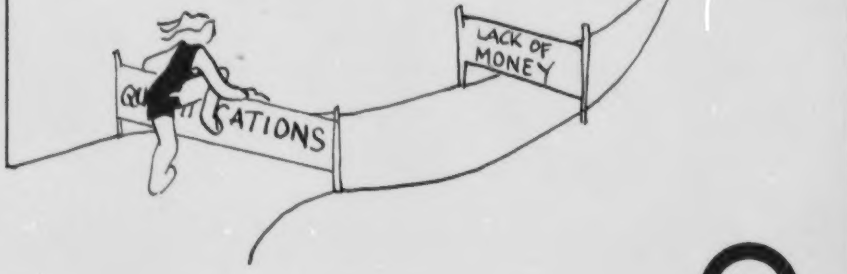


5

The counsellor told Lucia that job prospects were good for graduates of the program. She encouraged Lucia to take tests to determine whether or not she should go for upgrading in English and mathematics.

6

Lucia was nervous about doing the tests, but she did well on them. She was qualified to do the program without any upgrading. However, there was another problem: how would she pay for the course? She decided to investigate the Canada Manpower supported programs, which are discussed later on in this unit.



Guidelines for Research on Occupations

1. What are the duties and tasks I must perform?
2. What educational requirements do I need to train for this occupation?
3. What kind of training is done (inside the classroom, apprenticeship, on-the-job)?
4. Do I get a certificate and/or a diploma when I finish the course or program?
5. What are the working conditions like?
6. What does a work week consist of?
7. What is the salary or wage range for the occupation?
8. What kind of personal qualities are needed for the occupation (aptitude, interest, temperament)?
9. Will there be a demand for the occupation in the future? Where?
10. What kinds of financial support are available for training in this area?

Free, Inexpensive or Sponsored Training and Upgrading Programs

There are many training programs available to those who can afford to pay for them. Very few immigrant women, however, fit into this category. The majority of immigrant women workers do not have the money to pay for training of any kind. In fact, those who are struggling in low-skilled, poorly paid jobs cannot even afford the time to stop working in order to study. We are therefore going to look at those programs that are free, inexpensive or partially subsidized or sponsored by government.

Program	Certificate/ Training Acquired	Eligibility Requirements	Sponsoring Government Agency and Role Played	Others Involved: Employers, Institutions and Role Played	Finances: Fees/Wages, Assistance	Training Time Involved
Canada Manpower Training Programs (CMTP) • classroom instruction	• job entry skills	• unemployed • out-dated skills • no marketable skills • academic requirement depends on course • English (advanced)	Canada Employment and Immigration Commission (CEIC) federal • purchases seats (i.e., pays colleges to provide training) • provides some allowance to trainee	Colleges for Applied Arts and Technology (CAAT) (provincial) • gives training program	• course paid • travel allowance • living allowance (minimal) • if unemployed, will continue to receive unemployment insurance benefits	• 52 weeks or fewer, depending on the course
Canada Manpower Industrial Training Programs (CMITP) • on-the-job and some classroom training	• no certificate or licence • job entry skills • lower skill level usually involving unemployed workers	• must find employer willing to train her • English (advanced) • academic requirements depend on program	Canada Employment and Immigration Commission (CEIC) (federal) • pays employer 40%-85%* of trainee's wages • supervises training • pays training costs	• Employers provide training and part of wages • Ministry of Colleges and Universities designs training program	• training • wages (usually minimum wage)	• 52 weeks or fewer, depending on the program

*75% for women in non-traditional occupations and 85% for special needs trainees.

Program	**Certificate/ Training Acquired**	**Eligibility Requirements**	**Sponsoring Government Agency and Role Played**	**Others Involved: Employers, Institutions and Role Played**	**Finances: Fees/Wages, Assistance**	**Training Time Involved**
Critical Trade Skills Training (CTST) • on-the-job and some classroom training	• can lead to certificate • training in blue collar trades and occupations • skills which require longer and technically more complex training	• must find employer willing to train her • English (advanced) • academic requirement depends on program	Canada Employment and Immigration Commission (CEIC) (federal) • reimburses employers for a percentage of wages and training costs	• Employers provide training and part of wages • Ministry of Colleges and Universities designs training program	• training • wages (usually minimum wage initially)	• two years maximum or half the time required to reach a specific occupational proficiency
Apprenticeship Programs • both classroom and on-the-job training	• licence • 90% training on-the-job in trade • highly skilled	• must find employer • academic requirement: grades 10-12	Apprenticeship Branch, Ministry of Colleges and Universities (provincial) provides: • guidance and counselling • supervision • funding	Employer provides: • training • part wages CEIC supports some classroom time	• wages (minimum wage up to 90% of journeyman towards end of program)	• 2 to 5 years, depending on trade
Ontario correspondence courses: secondary school level, are done at home	• certificate of standing • up to grade 13	• previous year	(Ontario) Ministry of Education provides: • courses • books • supplies		• free courses through correspondence	• depends on level and trainee • part-time
Adult day school, night school and continuing education courses: all academic upgrading courses	• certificate of standing • up to grade 13	• previous year • must be over 18	Municipal government, Provincial government, Boards of Education		• free or inexpensive courses	• part-time

How to Get into a Canada Manpower Training Program

1. In a CMTP, you get trained for a year or less in an institutional setting. CEIC purchases seats in courses in commuity colleges or other institutions. They also may give you a living allowance depending on your eligibility.

2. Here are the allowance rates at the date of publication. Check the nearest CEIC office for the latest rates.

$ 25	student at home with parent or working spouse
$ 70	living on own
$ 90	with 1 dependent
$105	with 2 dependents
$120	with 3 dependents
$135	with 4 dependents

For child care,

$ 20	for first child
$ 15	for each additional one

If you are receiving unemployment insurance benefits, you will continue to receive them during the course and up to six weeks after.

3. To get into the program, you must be unemployed or underemployed. Get an appointment with a career counsellor to discuss the course you are interested in. Information on CEIC courses are available on request in the CEC's. You should get some idea of what you want to do before you see a counsellor.

4. CEIC asks prospective trainees to attend a Group Information Session (GIS) to learn about the available courses. Once you've gone through a GIS, you ask to see a counsellor. You must convince the counsellor of your need to gain marketable skills. If you do so, he or she may send you for testing in English and math to determine whether you need academic upgrading.

5. If you need upgrading, the counsellor may recommend you for it and for the skills course following it. Good luck!

6. Check with a CEIC counsellor for a list of the sponsored programs. These lists are updated on a yearly basis.

How to Get a Canada Manpower Industrial Program (CMITP)

1. In a CMITP, you get trained for a year or less on the job. CEIC reimburses the employer up to 75 per cent of your wages if he or she will hire and train you.

2. But getting into this program is not easy. The employer is the one to decide if she or he needs a worker to be trained or not. The employer may not want to hire a woman worker or to bother with retraining. After all, no one is forcing him or her to do it, except perhaps a strong union.

3. Finding an employer is often a problem. CEIC may have requests for trainees from employers but they are usually limited. First ask at the CEC. The other possibility is to look for such an employer yourself in a door-to-door hunt.* When you find an employer, you could inform him or her of the CMITP program and the financial advantges of hiring you.

4. The employer must then contact a CEIC counsellor and ask for a contract.

5. The employer must agree to a training program designed and supervised by the Ministry of Colleges and Universities.

6. The counsellor will then get in touch with you to inform you of the agreement.

* See Unit 6

Canada Manpower Training Programs

Orientation Programs. Through its Canada Manpower Training Program, CEIC offers two occupational orientation programs in Ontario called "Introduction to Non-traditional Occupations" (INTO) and "Industrial and Vocational Orientation" (IVO). Other provinces offer similar occupational orientation programs. Check your local CEIC office for further information. The aim of these programs is to help workers investigate occupations which are in demand and for which there are sponsored training programs. Here are some of the similarities and differences between the INTO program and the IVO program:

Similarities

- Both INTO and IVO have students attend either occupational skill classes or go to workshops to have a "hands-on" experience of different occupations.
- Both INTO and IVO have an assertiveness development component, though there is more emphasis on this in the INTO program.
- Both teach life skills and job search skills.
- Both have a good record of placing students into skill programs after the orientation program.

Differences

• INTO lasts eight weeks.	• IVO lasts nine weeks.
• INTO has only women participants.	• IVO has both women and men participants.
• INTO focusses on non-traditional occupations for women.	• IVO examines occupations that are both traditional and non-traditional for the women participants.

Questions About CEIC-sponsored Programs

Q. If I take an academic upgrading course before a skilled course, can I get CEIC sponsorship for both?

A. Yes. The maximum length of a CMTP course is 52 weeks. But if you need to take Basic Training for Skill Development to upgrade your academic level, CEIC will sponsor you for both the BTSD and the CMTP program.

Q. How long does a worker have to be unemployed before she qualifies for a CMTP or a CMITP program?

A. There is no waiting period. If there is an opening and she is qualified for it, she can start immediately.

Q. If a person is underemployed in her job and needs to acquire marketable skills to improve her employment chances, can she apply for a CMTP training course?

A. Yes. If the course will give her the possibility of employment, she can apply whether she is presently employed or not.

Q. Can a trainee who is getting a living allowance from CEIC work part-time to supplement her income?

A. Yes. There is a maximum in terms of hours, but *not* in terms of wages.

Q. How does CEIC decide on the courses that it sponsors?

A. There are two main criteria: the first is that the training be limited in terms of actual time (usually under 52 weeks). The second criteria is that it ensures employability. CEIC conducts a yearly analysis on the future needs of the job market to avoid problems of their sponsoring training, which by the time the program is finished, is no longer in demand. The trend is towards sponsorship of more highly skilled programs and fewer "job entry" progams (which have not been as successful in providing jobs).

Q. Is there an increased likelihood of getting a job after CEIC skill training?

A. It depends on the course. Some skills are more in demand than others. Some jobs also require higher levels of the same skill.

Q. Is the training in a CMTP/CMITP program accepted as part of the preparation for an apprenticeship program?

A. This is true of some skill courses. A 52-week course may serve as a first year of an apprenticeship program, for example.

Q. Can I take courses not offered through CMTP and still receive unemployment insurance benefits?

A. You may be allowed to enrol in certain occupational programs, if they are approved by the counsellor. You would continue to receive your UI benefits but you would be responsible for tuition or other training costs.

Q. What happens if my unemployment insurance benefits run out before I finish my course?

A. Your benefits will, when necessary, be extended to cover the length of your training in addition to up to six weeks after the training.

Common Abbreviations for Programs and Institutions

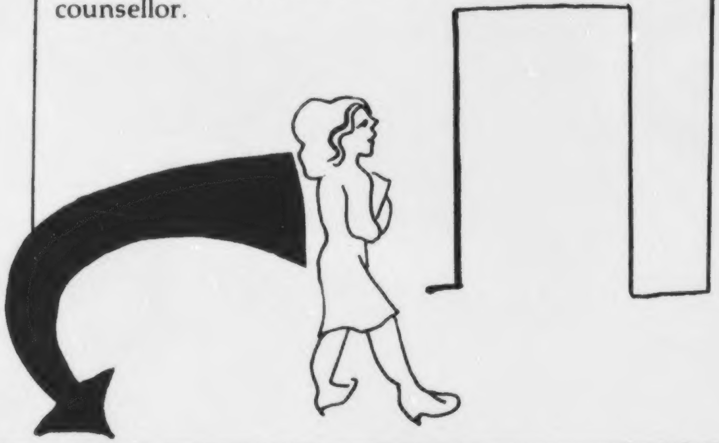
Abbreviations in the form of initials are often used instead of the full names of programs, institutions and other titles and things. This can create a communication problem for people who do not know the "special language." In this exercise, we can test our knowledge of the abbreviations found in this unit. Match up the initials at the bottom of the page with the names listed below. For example, INTO stands for Introduction to Non-Traditional Occupations. Practise saying them out loud — and quickly! After you feel confident in using the abbreviations, practise them when you role-play interviews.

1. ____________ Unemployment Insurance
2. ____________ Canada Manpower Industrial Training Program
3. ____________ Critical Trade Skill Training
4. ____________ Industrial and Vocational Orientation
5. ____________ Introduction to Non-Traditional Occupations
6. ____________ Basic Training for Skill Development
7. ____________ Canada Manpower Training Program
8. ____________ Colleges of Applied Arts and Technology
9. ____________ Canada Employment Centre
10. ____________ Group Instruction Session
11. ____________ Canada Employment and Immigration Commission

INTO, CAAT, CEIC, GIS, CMTP, UI, CTST, CEC, CMITP, IVO, BTSD

How Lucia Got Into a Sponsored Program

1 Lucia qualified for the cosmetologist program at Seneca College but she didn't have money for tuition, books or to live on. She went to talk to a CEIC career counsellor.



2 She told Mr. Drake, the counsellor, that she had no marketable skills because she had been out of the workforce for so long. She also mentioned that she had been doing upgrading on her own for over a year. After two or three visits, he finally recommended her to a cosmetology course that would last for 10 months.

3 In addition to the tuition fees and supplies, CEIC gave her a minimum allowance. (She might have qualified for more but her husband was working.) It was going to be tight, but she was finally going to be able to improve herself and her skills.

4 Lucia said the course was really hard and there were times when she felt she wouldn't make it. However, she did well in both her practical and theoretical tests, and today she is working in a health spa, giving facials and special treatments.

Collar-Change*

By Kathleen Rex

Blue-collar jobs are not only attractive to women joining the work force; some women in white-collar jobs are switching to them for several reasons, including pay, the number of openings and opportunities.

For 11 years, Pat Bishop was a key punch operator, but she found the job boring. "It was driving me bananas."

But it was a skill. At first it wasn't easy to convince Government officials that she should be trained for something else. "They said I already had a trade and they didn't want to put me in another course." She managed finally to talk them into letting her take an equipment servicing course at George Brown.

Now she is in the midst of learning how to repair electric typewriters. Other machines will come later. "You get the basics here and then when you get into a company they will teach you about their particular machines. I don't plan to stop with this course. I intend to keep on learning," she says while poking around a typewriter with a screw driver.

She's just one of the women who have a much more realistic approach to employment than most women used to, according to Sondra McGroartry, women's employment co-ordinator at the Ontario regional office of Employment and Immigration Canada.

Young women aren't taken in by fancy talk and their own desk and expensive swivel-back chair, she says. They want to see appreciation for their work reflected in what's inside their pay packet. Mothers who are the sole support of their families have to know what they take home each week is going to be enough to pay the bills.

The federal government and the community colleges are trying to help these women through a program called Introduction To Non-Traditional Occupations. They have been jointly running the program for the past three years. Miss McGroarty says quite a mix of women are continuing to take the course, and go on from there to take courses to develop the skills they need to enter the workplace.

The latest eight-week INTO course started this week at Seneca College. For some, the cost of tuition and books will be paid under the Government retraining program, which also may provide them with a weekly training allowance.

"Women come in and they say they want to develop a skill, but they're not sure what they want," says Gloria Geller, a spokesman for Seneca's INTO program. "We introduce them to the different trades and crafts. We give them a chance to try some things out, such as electronics and machine shop, sometimes right on our own campus," she says. "We concentrate on building their confidence, encourage them to assert themselves, discuss with them such things as "How do I cope with being a woman in an all-male environment?"

Eileen Leggett, who grew up on a farm in Eastern Ontario, and has been driving tractors since she was 8, says that in a city a woman working alone with men may find she has difficulties coping.

After moving back to Ontario with her family from Alberta when she had been supervisor of a steel foundry warehouse, she was hired as a shipper-receiver in a place where she was the "token woman."

The job was a disappointment, so she enrolled in the INTO program. "Because of the previous experience, I needed some assertiveness training," she says.

Thanks to a husband who "has always been very supportive," she went on after INTO to upgrade her Grade 8 education to Grade 12, "so I could train as a stationary engineer."

However, although near the top of her class, she had to drop out in the middle of the course, because the training allowance simply wasn't enough, considering the $60 a week she had to pay for such things as day care for the two children. Now she is one of two women maintenance workers for the Toronto Board of Education. Next fall, she plans to get back into engineering part time by working on the course Saturdays at George Brown.

Once she has her "ticket" in engineering, Mrs. Leggett expects to earn from $2,000 to $3,000 more than the $15,000 a year she gets in her present job.

"There are all kinds of openings in areas like this, extremely challenging positions once you get to know your job," she says.

However, blue-collar work often means shift work, and where are the daycare centres that open at 6 a.m. and remain open until late at night? Mrs. Leggett sees lack of day care as one of the real problems facing

Collar-change

women in blue-collar jobs.

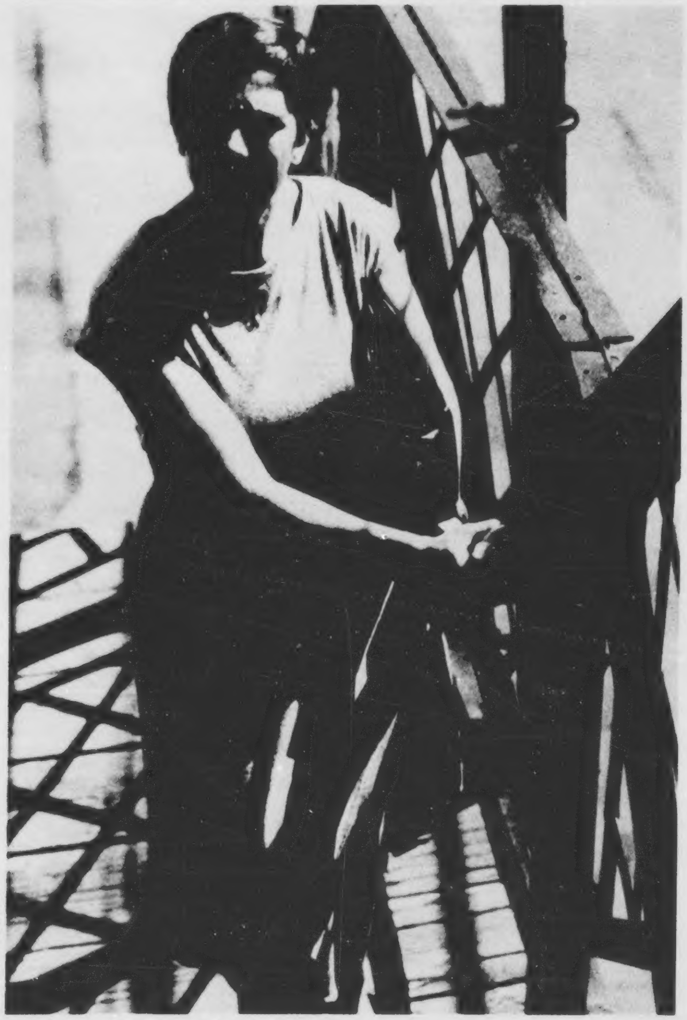
Then again, as is so often the case when breaking new ground, women must make up their minds they are going to have to work really hard on the job. "We have to work harder to prove ourselves."

Women who take this kind of work, she says, have to accept the fact they are going to get their hands dirty, and have aching muscles when they go home at night. They are going to get grease under their fingernails. "But never mind, the money you get is going to make it all worthwhile. You're going to be able to buy expensive nail polish to cover those dirty nails."

*Extracted from the *Globe and Mail*, May 2, 1980. Reprinted with permission.

Questions to Think and Talk About

1. The title of this article refers to women trading "white collars" for "blue collars." What are some of the reasons suggested by this article for this change?
2. What kinds of jobs are the women mentioned in this article training for?
3. What is the difference in the wage range between white-collar jobs and blue-collar jobs?
4. What are some reasons for this wage difference?
5. What are the objectives of the Introduction to Non-Traditional Occupations (INTO) program?
6. What is the value of the INTO program for women workers? For the labour market?
7. What are some of the concerns raised by women who are in blue-collar or non-traditional occupations?
8. How can working women deal with such problems as lack of childcare facilities and discrimination by employers?
9. The article suggests that women have chosen *not* to do blue-collar jos in the past because they have been attracted to clean, prestigious, "soft" jobs. Since there are so many advantages to women doing blue-collar, skilled jobs and they are quite capable of doing them, what has prevented them from doing so?



Deborah Barndt

UNIT 6

JOB SEARCH I

Introduction

These next two units, called *Job Search*, consider two different aspects of the search: Unit Six deals with the systematic planning of our job search and the information we need for it; Unit Seven prepares us more specifically for interviews with prospective employers.

We have already completed some important parts of our job search preparation in the first five units: We have:

- clarified our short-term and long-term career goals
- examined our skills, interests and work experience so that we have a better idea of our strengths and limitations
- identified possible occupations that relate to our interests and skills

We have also studied other factors which affect our chances of getting jobs or training, including:

- the changes in the use of technology in the workplace
- the demands of the labour market
- government legislation and programs
- obstacles, such as discrimination, which face us

And, we have learned and practised ways to deal with some of the obstacles and difficulties.

As we begin this stage of our job search, we have to remind ourselves to be systematic in our planning. We must also be prepared to spend almost as much time looking for a job as we would actually doing a job.

In this unit we are going to:

- read and discuss a story about one woman's job search experience
- do an exercise on our past job search experiences
- examine different ways of getting information
- study in more detail two methods of job search: classified ads and door-to door job hunt
- prepare our documents and résumés
- look at sample résumés and a covering letter

One Woman's Job Search Experience

Maria Donato, a primary school teacher from Italy, talks about her experiences looking for a job in Canada.

When I first came to Toronto, I wanted to work right away, or I should say, I *had to* work. My husband and I had a very bad financial situation. I couldn't work as a primary school teacher here because I didn't have a Canadian certificate and I didn't speak English.

Feeling very nervous, I began to go from one factory to another, asking for any kind of job. The factories were all in the area near our apartment. I went from one to another, asking in my bad English, "Do you have any work for me? I will do any job."

Often, there were no jobs; sometimes they said, "Do you have Canadian experience?" I finally got a job, cleaning the cafeteria floors and the toilets in a small factory. It was pretty awful — and I left as soon as I could.

A man from our hometown told me there was a job vacancy in his workplace — a factory that made men's suits. I went with him, filled out the application with his help, and got the job — sewing sleeves on jackets. I did this for three months on time work and as soon as I started piecework and was making $5.50 an hour, there was a layoff.

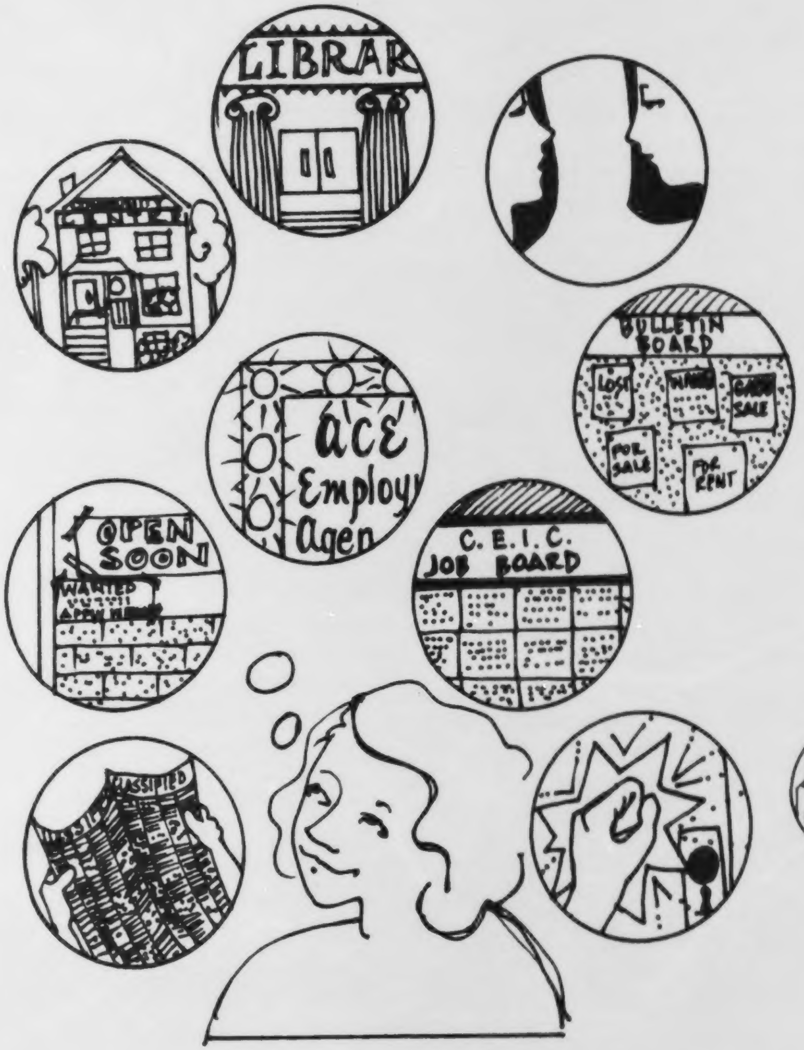
I was on the street again, looking for a job. I saw a sign for "Immigrant Women Job Placement Centre" and was pleased to find a special place that helps immigrant women. The people were kind and helped me get a job as a chambermaid in a hotel. They also told me where I could take English classes in the evening. I worked at that job for some months and also studied English ... but only sometimes. Usually, I got home very tired; or I had to do something at home, so my English ... it did not improve much.

The people from the Immigrant Women Job Placement Centre said that I should ask Manpower for a six-month English course. After many visits to the Manpower office, I got the course. But the allowance was too small, so I looked for a part-time job in the newspapers. I got one — as a waitress in an Italian restaurant, working only ten hours a week.

After the course, I was very happy. I felt that I could get a better job with my improved English, so I went to the Job Placement Centre at Manpower and asked them to help me. You know what? The first job the counsellor wanted to give me was as a sewing machine operator in a clothing factory. He said it was because I already had experience in that job!

Questions to Think and Talk About

1. What jobs did Maria get?
2. How did she find them?
3. Can you suggest other methods she might have used?
4. What services were of help and why?


LIBRAR
ACE
Employ
Agen
OPEN
SOON
WANTED
BULLETIN
BOARD
LOST
GARAGE SALE
FOR SALE
FOR RENT
C. E. I. C.
JOB BOARD
CLASSIFIED

LOOKING FOR A JOB

My Job Search Record

- Outline some methods that you have found to be successful in getting jobs.
- List some methods that were not successful and explain why they were not.

Looking for a Job Involves:

- finding out about job vacancies and
- letting other people know you are available for work

Both of these are difficult tasks, especially in large cities. We can go directly to employers for some jobs, but usually we have to rely on other people or agencies for employment information.

This section will suggest a number of different ways to get information about jobs. Some ways work better than others, depending on the kind of job you want. For example, office jobs are often found through classified ads or through private employment agencies.

Classified Ads

One source of information on available jobs are the classified ads in the daily newspapers, weekly or monthly community newspapers, or newsletters and journals specializing in the field that you are interested in.

Location: public libraries.

C. E. I. C.
JOB BOARD

Canada Employment Centres

Certain kinds of jobs — factory, secretarial, clerical, cleaning jobs, for example — can be found through the job boards or the counsellors at the Canada Employment Centres. However, many employers do not register their job vacancies at the CEC's. Secondary schools, community colleges and universities also have job placement offices. *Location:* check the Blue Pages of the telephone directory for addresses and phone numbers.

Yellow Pages

Check the Yellow Pages of the telephone directory for phone numbers and addresses of businesses, companies and other potential employers. The Yellow Pages are very useful for a door-to-door job hunt.
Location: Yellow Pages of the local telephone directory.

ace
Employ
Agen

Private Employment Agencies

These agencies usually specialize in specific areas — general office, marketing, light industrial, data machines, sales, etc. Some also specialize in part-time or temporary help. Some agencies make their profit by operating for the employer and by getting a percentage of the wage of the employee hired. Others focus on the employees and therefore charge the people who are looking for a job. If you use these agencies, make sure you know what the arrangements are.
Location: Yellow Pages of the local telephone directory.

Directories

There are a number of directories available that are particularly useful for industrial, trade and business jobs.

- *Canadian Trade Index* is a guide to Canadian manufacturers. It lists manufacturers alphabetically, geographically and by product classification.
- *Dun and Bradstreet's Guide to Canadian Manufacturing* has manufacturing information on 10,000 top manufacturing locations in Canada, including names, addresses, telephone numbers, company, products, personnel information and employee data. The companies are sorted by geographical location and alphabetically and by standard industrial classification.
- *Canadian Key Business Directory* is a complete index of the largest businesses in Canada. There are 14,000 listings, representing leaders in business, investment, production and expenditure. It lists head offices only; for branch listings refer to the previous directory.
- *Scott's Industrial Directories* (Ontario, Quebec, Western Provinces, Atlantic Provinces) is an annual publication,

listing small and large manufacturers alphabetically and by cities and towns. It also includes a classified list of products manufactured.
Location: Public libraries.

Unions, Professional Associations or Federations

These organizations can provide information about employment trends in their area of specialization, as well as geographical locations for jobs and limited information about specific job vacancies.
Location: Public libraries and local telephone directory.

BULLETIN BOARD
FOR SALE
FOR RENT

Bulletin Boards

Libraries, community centres, laundromats, community colleges, universities, secondary schools, offices and companies often have notices of job vacancies on their bulletin boards.

TIMES CHANGE

Alternative Community-run Agencies

Some community-run agencies offer special services for immigrants and immigrant women. The service is usually offered for very specialized needs and for specific language groups. A few centres located in Toronto are mentioned here. Check for similar groups in your town or city.

- *Immigrant Women Job Placement Centre* offers employment and unemployment services for Italian, Chinese, Spanish and West Indian women. The Centre helps women in job search and placements, preparation for job interviews, translation and escort to government offices, etc.

Location: 720 Spadina Avenue, Suite 105
Phone: 922-8017

- *Working Skills Centre.* This is a training centre for immigrant women designed to meet the needs of the Canadian labour market. It provides English language skills, on-the-job training, life skills, instruction for Spanish and Portuguese-speaking women.

Location: 299 Queen Street West
Phone: 593-4236/7

- *Times Change* offers a number of employment orientation programs for women to help them choose a career and find suitable employment. All programs are offered in English.

Location: 932 Bathurst Street
Phone: 534-1161

Personal Contacts

You should let as many people as possible know that you are looking for a job. Remind your friends, relatives, neighbours, your doctor, shopowners in your neighbourhood, your children's school. Don't forget to tell them what kind of a job you are looking for. If you are studying or doing skills upgrading or retraining, let your school contacts know about your job search, too.

Volunteer Work in the Community

Community groups, hospitals, etc. are often looking for people to help on a volunteer (unpaid) basis. They need volunteers to do a variety of tasks, such as fund raising, typing and helping handicapped or old people. Doing volunteer work is a good way of getting experience and also of letting people know you are job hunting.

Religious Institutions

Your minister or priest or other people in the religious community may also know of jobs.

New Office Buildings, Shopping Plazas and Construction Sites

Check out these sites for job vacancies in the new offices or stores that are opening.

Classified Ads

Common Abbreviations in Job Ads

Job ads are sometimes confusing because of the abbreviations they use. Here are some examples. Write the full word on the right.

exper. ______________________________
wpm. ______________________________
& ______________________________
incl. ______________________________
etc. ______________________________
yr. ______________________________
lic. ______________________________
mfg. ______________________________
co. ______________________________
immed. ______________________________
mo. ______________________________
apt. ______________________________
evgs. ______________________________
min. ______________________________
bldg. ______________________________
supt. ______________________________
max. ______________________________

List any others you find:

____
____
____
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Getting Information from the Job Ads

In trying to find a job in the want ads, it is important to be aware of the different kinds of ads: some of them give a lot of information about the job; some give very little. Some may offer the lucky job applicant a lot of money — fast. These are probably not the kinds of ads you want to look into — mainly because it's never as easy as they say it is to make "fast money."

We are going to analyze four ads. For each ad, check to see if it gives the kind of information — e.g., skills required, duties, personal qualities, etc. — outlined in the following table. The ad that gives most relevant information is the kind of ad you should follow up.

1

JUNIOR
ACCOUNTS PAYABLE CLERK

DUTIES would consist primarily of:
— assisting & preparing sales reports
— filing
— checking invoice listings
— typing letters
— opening mail

WE offer good starting salary and excellent company benefits.

INTERESTED? Call: **LANGS SUPPLY CO. LTD.**

500 FENMAR DRIVE
Weston, Ontario M9L 2V5
(Weston Rd.-Finch)
745-6000 Ext. 215
(Irma or Diane)

2

BUSINESS IS GREAT

Our business is recession proof. While other sales are down our company is having a record year, and we're hiring. Not laying off.

- **CHECK THIS**
- **SAME DAY SALES**
- **TOP PRODUCT IN THE EDUCATIONAL FIELD**
- **WE TRAIN YOU THOROUGHLY, QUICKLY**
- **NO COLLECTING**
- **NO MEMORIZED SALES PITCHES**

2 UNITS WILL PAY
$350
per week

For interview call:
KEN DAVIES
922-5011

3

HELP
WANTED
Full and Part Time Openings
$8.00/hour Work
Call 265-3313

4

SWITCHBOARD
RECEPTION

WE require person with attractive outgoing personality & good command of English language to handle a prestige front reception area on a busy S.E.-2 console board.

MUST be mature minded, punctual & reliable with good typing skills. Duties would include working closely with accounting dept., consequently an accounting background would be an asset.

FOR interview call Doreen at Interiors International, 401 & Finch area. **745-4000**

Looking at Job Ads: What Information They Give and Don't Give

INFORMATION THAT ADS SHOULD HAVE	AD 1	AD 2	AD 3	AD 4
SKILLS REQUIRED				
DUTIES				
PERSONAL QUALITIES OTHER REQUIREMENTS				
NAME OF OCCUPATION				
LOCATION/ADDRESS PHONE NUMBER				
NAME OF COMPANY				
CONTACT PERSON				
SALARY/BENEFITS				
EXPERIENCED/OR IS TRAINING OFFERED?				
HOURS				
GENERAL IMPRESSION				

How to Answer an Ad

1. Find a job ad that interests you. Paste it in the space below.

2. List the information you would like to have that the job ad doesn't give you. (You will want to ask about it over the phone or in the interview.)

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3. Make a list of all the skills needed for the job.

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4. Give five reasons why you should be hired for the job.

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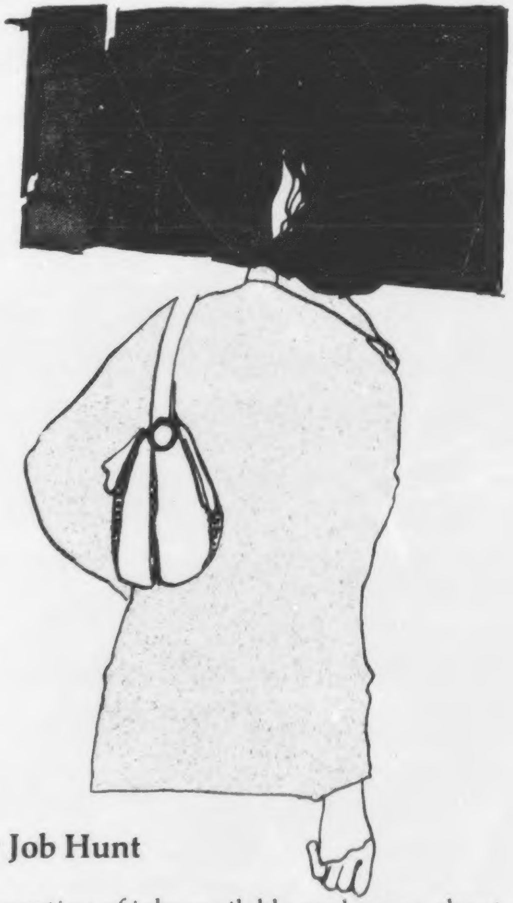


Door-to-door Job Hunt

Only a small proportion of jobs available are known about or posted in the different job placement centres. It is, therefore, the object of door-to-door job hunting to locate potential employers and set up appointments for interviews. In this way, you can make yourself known to the person responsible for hiring in case a suitable job becomes available. Or, you can use the interview to gather information about a particular company or type of job. This is also a good opportunity to let the employer know your qualifications and experience and that you are looking for a job.

Steps for a Door-to-door Job Hunt

1. Make lists of potential employers with addresses and phone numbers. It's a good idea to make two types of lists:
   - one according to occupational area
   - one according to geographical location
2. Map out the geographical area you want to cover in a certain period of time (a week, a month).
3. Call to find out the name of the person who is responsible for hiring.
4. Write an individual covering letter addressed to that person and enclose your résumé. Follow up each letter with a phone call and/or make an appointment for a personal interview.
5. Before going for an interview, try to find out as much as you can about the company and the type of job.
6. Take all your documents, letters of reference or names and addresses of references to your interviews.
7. Keep a job search record with all relevant information about the jobs you have enquired about and the employers you have approached.
8. Try to do your job search with another job seeker or with someone from your group. Although there is probably no need for you to go together to interviews, it is useful to do research, mapping and evaluation with a friend who is in a similar situation.

Job Search Record

EMPLOYER'S NAME AND ADDRESS	EMPLOYER'S PHONE NUMBER	NAME OF CONTACT	DATE OF VISIT	CALL BACK DATE	INFORMATION LEARNED ABOUT THE JOB

PREPARING CERTIFICATES, DOCUMENTS, RÉSUMÉS AND COVERING LETTERS

Certificates and Documents

If you have any documents, certificates, or letters of reference that might be needed for getting a job, you should have them translated into English and have copies made of both the originals and the translations. School certificates or diplomas, descriptions or verification of training and references from previous employers should be translated and copies made.

Résumés

The purpose of a résumé is to get an invitation to a job interview and to give a prospective employer a brief summary of:

- your educational background
- your work experience, paid and unpaid, full- and part-time
- your career objectives
- your special interests
- personal data and references

Points to Remember in Writing a Résumé:

- It should be no more than two typewritten pages long.
- Proofread it carefully to make sure you have no typing or spelling errors and space it so that it is easy to read.
- Write it in point form (i.e., in incomplete sentences)if you need extra space.

- List the contents in the order which is most in your favour. For example, if you have a lot of work experience, and little formal education, put your work experience first.
- Use all the information that you have gathered about yourself in these units on your
  - goals
  - skills
  - work experience
  - educational background

Content of a Résumé

PERSONAL DATA. You should include:

- name
- address
- phone number

Add other information only if you think it will help your case. Some information is sometimes to your disadvantage, such as your:

- age
- marital status
- number of children

But if you are applying for a job as a day care worker, for example, listing your children will be an advantage. So consider these questions in relation to the kind of job you are looking for.

CAREER OBJECTIVES. You may want to say something about your career goal — if you are clear about what you are looking for. However, it may be better to leave it out of your résumé and insert it instead in your covering letter so that you can alter it slightly for different jobs.

EDUCATIONAL BACKGROUND. List your education and training. State the names, addresses of the schools, the years or months of attendance, and the degrees, diplomas and certificates you have earned. Include any special courses you have taken, including English language courses.

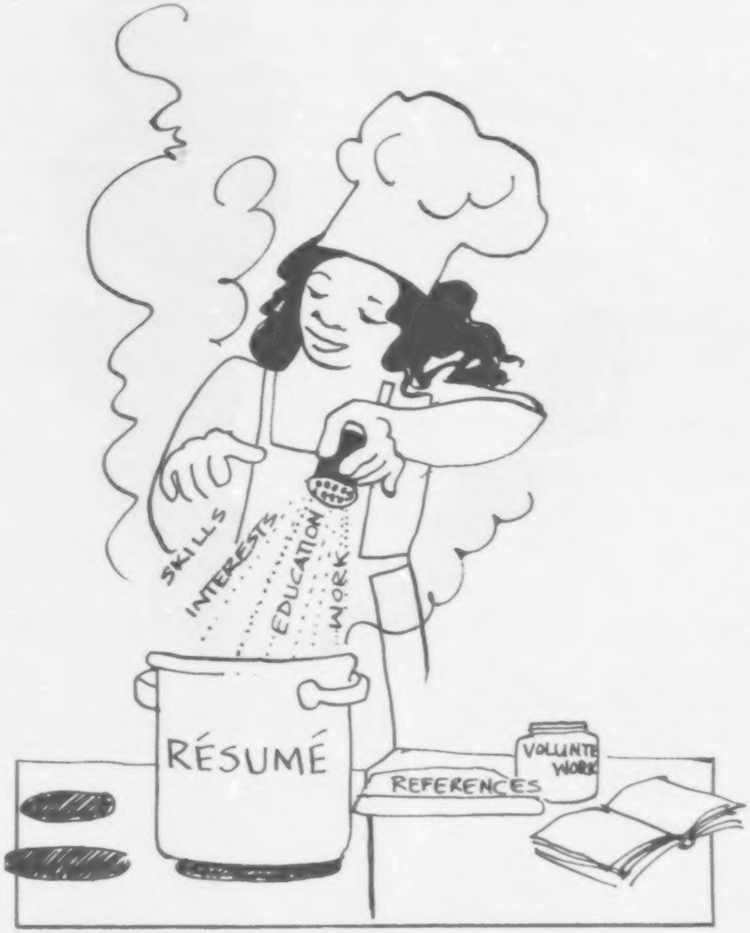
WORK EXPERIENCE. Outline your work experience, beginning with the *most recent* situation and continuing backwards. List the dates you worked, places of employment, job descriptions and, possibly, the person who supervised your work. You do not need to mention your reason for leaving.

COMMUNITY AND VOLUNTEER WORK. Include any volunteer work (unpaid work) that demonstrates your range of skills.

MISCELLANEOUS SKILLS. Under this heading you can include skills that do not fit into the other categories; for example, machines you can operate, languages you can speak and/or read and/or write.

SPECIAL INTERESTS. These are areas that may not fit under formal education or work experience. Describe any activities that could give the interviewer an impression of your potential. These also provide useful topics for discussion at an interview. Avoid the word "hobby".

REFERENCES. A Canadian employer often asks for a reference — a person with credibility who knows you and is willing to recommend you. The recommendation may be about your work and skills or may be about your character. References are usually former employers or respected members of the community, such as one's family physician, priest or minister, teacher or banker. List your references or state that they are available on request. When you are listing them, include name, address, and phone number. In some cases, you might also want to include the job position of the reference or his or her relationship to you.



Format of a Résumé

There are two common résumé formats:

- chronological
- functional

THE CHRONOLOGICAL RÉSUMÉ

1. is used when:
   - you are applying for a specific job
   - you feel you can impress the employer by emphasizing the number of places you have worked
   - you feel that your long, consistent job history presents you as a worker with a stable record of accomplishments

2. emphasizes:
   - your employment record
   - the many jobs you've had in a given area
   - the length of time you've been working at paid jobs
   - the places you have worked

3. has this format:
   - following your personal data, a list of your employment history, starting with your most recent job. This is the biggest part of your résumé.
   - contains information about where you worked, when, and what your duties were

THE FUNCTIONAL RÉSUMÉ

1. is used when:
   - you are flexible about working in several related fields, which require similar skills
   - you feel there are gaps in your history that you don't want to call to anyone's attention
   - you are entering the job market for the first time or after many years

2. emphasizes:
   - your skills, regardless of where you acquired them
   - the value of both paid and unpaid work experience

3. has this format:
   - following your personal data, a list of your skills areas and related experience under special headings; for example, communication skills, time management skills. This is the biggest part of your résumé.
   - a short job chronology that can be used as a frame of reference for your skills

Sample Chronological Résumé

Résumé

Lucia Bertolli
37 Brimstone Road
Scarborough, Ontario
M6H 2N6

Telephone: 759-3467 (residence)

WORK EXPERIENCE

August 1981 - Present Cosmetologist

Viva Health Spa
Eglinton Square
Scarborough, Ontario

Duties: Give esthetic facials, epilatory waxing, body massage, cellulite treatment; order stock and maintain work area; take phone appointments.

May 1981 - June 1981 Assistant Cosmetologist

Wonder Beauty School of Skin Care and Cosmetics
52 Bloor Street East
Toronto, Ontario

Duties: Assisted and advised new students on massage, facials and the operation of machines. Worked directly with clients doing manicures, pedicures, waxing, facials, cellulite treatment.

1980 - 1981 Part-time Hairdresser

Chez Pierre
31 Warden Park
Scarborough, Ontario

Duties: Worked with clients, giving shampoos, cuts, colouring, tinting, perms, hairstyling; assisted in maintenance of the salon.

1971 - 1980 Homemaker-Housewife and Mother

Responsibilities included home maintenance and repair, food preparation and service, comparative buying, bookkeeping and budgeting, childcare, counselling, teaching, nursing and interior decorating.

1965 - 1971 Hairdresser

Royal Beauty Salon
618 Woodbine Avenue
Toronto, Ontario

Duties: Worked with clients, giving shampoos, cuts, colouring, tinting, perms, hairstyling; assisted in the maintenance of the salon; worked as cashier and receptionist.

1961 - 1965 Hairdresser and Manager

Paris Beauty Salon
1320 Queen Street
Toronto, Ontario

Duties: Managed the salon; took stock; dealt with clients in all aspects as a hairdresser.

Sample Chronological Résumé

EDUCATION AND TRAINING

Sept. 1980 - May 1981	Wonder Beauty School of Skin Care and Cosmetics (see enclosed course description)
April 1980 - July 1980	Career Orientation Program, Cross-Cultural Communication Centre, Toronto, Ontario
April 1978 - June 1980	Part-time student, Scarborough Board of Education, Beaches Library; upgrading in English and mathematics
1960 - 1961	Wonder Hairdressing School, Toronto, Ontario Hairdressing diploma and license
1946 - 1956	Secondary School, Candelabria, Italy, equivalent of Grade 10 achieved

VOLUNTEER WORK

- Member of the Catholic Women's League. Involves organizing bazaars, sales, providing home visits for sick and shut-ins of the community.
- Volunteer hairdresser at a home for the aged.

OTHER INTERESTS

Sale of brand-name cosmetics, gardening, travelling, swimming.

REFERENCES

Available on request.

Functional vs. Chronological Résumés: A Comparison

Isabel Juarez is applying for a job in a small company printing cards, posters, brochures and flyers. She has had very little paid work experience in this area, but has acquired skills in a training program, through volunteer work and related work in her homeland. What are the advantages of each type of résumé? Which do you think she should use?

Sample Chronological Résumé

Résumé

Isabel Juarez
132 James Street, #501
Toronto, Ontario
M5G 1W7

Telephone: 966-6388

WORK EXPERIENCE

Sept. 1978 - Dec. 1980 Order Clerk

Filled orders for goods.
Sears Dept. Stores
Toronto, Ontario

Nov. 1977 - Aug. 1978 Assembly Line Worker

Assembled swings and slides.
Franklin Toys Ltd.
Etobicoke, Ontario

Nov. 1975 - Apr. 1976 Draftsperson

Did drafting and electrical blue printing, filing and some typing.
Electric Company of Ecuador
Quito, Ecuador

Dec. 1974 - May 1975 Draftsperson (part-time, student)

Did technical drafting.
Quito Textile Company
Quito, Ecuador

Sample Chronological Résumé

EDUCATION AND TRAINING

Sept. 1980 - June 1981	Screenprinting George Brown College Toronto, Ontario
June 1980 - Sept. 1980	English Upgrading Program George Brown College Toronto, Ontario
Jan. 1980 - May 1980	Industrial Orientation Program George Brown College Toronto, Ontario
Apr. 1977 - Sept. 1977	English as a Second Language Intensive English Program Centennial College Toronto, Ontario
1974 - 1975	Technical drafting, 2 semesters University of Quito Quito, Ecuador
1961 - 1973	Primary and Secondary School Madres Dominicas School Quito, Ecuador

SPECIAL INTERESTS AND SKILLS

- Active member of the Latin American Cultural Association; work as the secretary of the Association and in the drama and publicity committees, Toronto, Ontario.
- Drawing, photography, dancing and theatre.

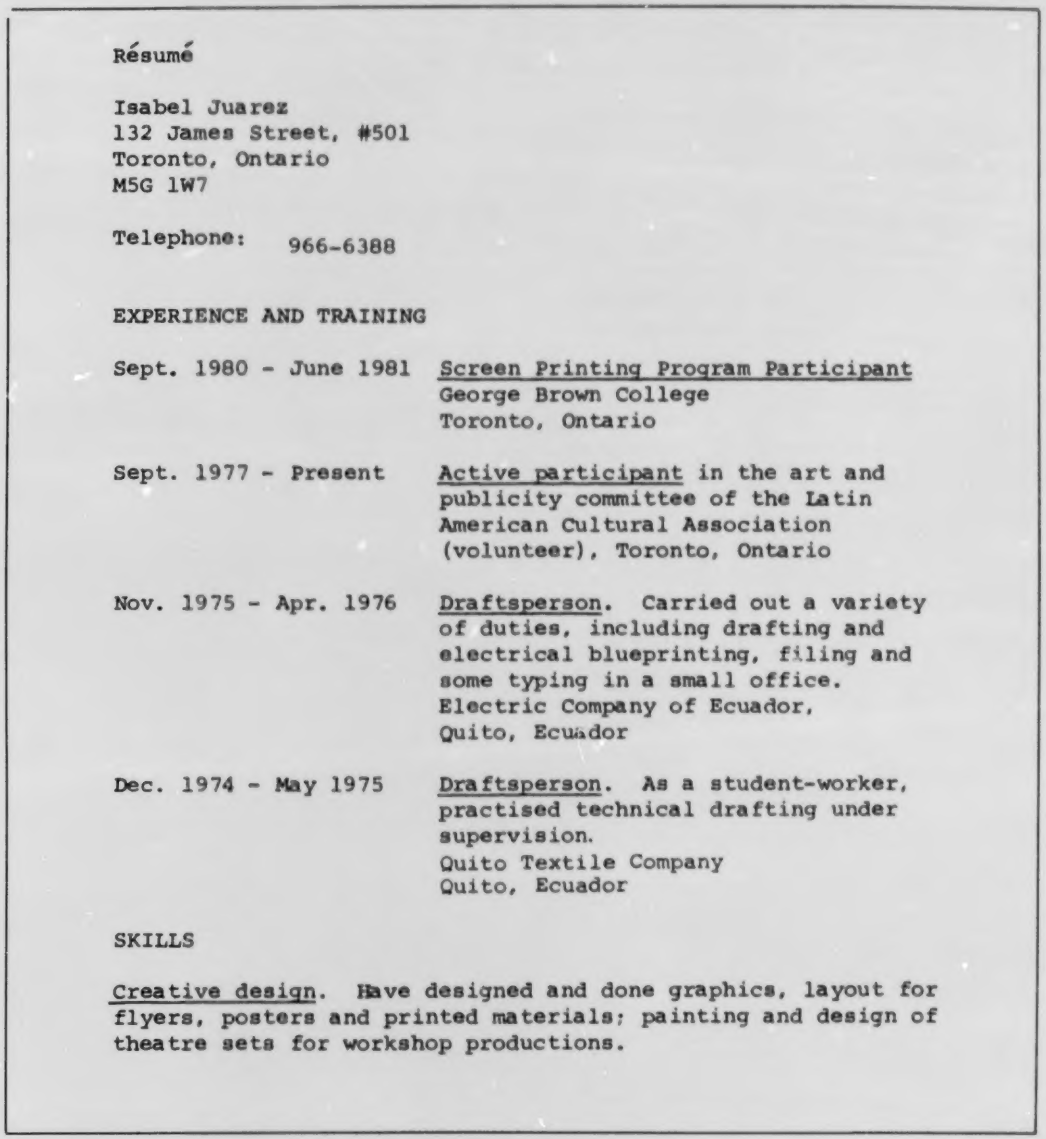
LANGUAGES

Spanish and English; some French.

REFERENCES

Available on request.

Sample Functional Résumé



Résumé

Isabel Juarez
132 James Street, #501
Toronto, Ontario
M5G 1W7

Telephone: 966-6388

EXPERIENCE AND TRAINING

Sept. 1980 - June 1981	Screen Printing Program Participant George Brown College Toronto, Ontario
Sept. 1977 - Present	Active participant in the art and publicity committee of the Latin American Cultural Association (volunteer), Toronto, Ontario
Nov. 1975 - Apr. 1976	Draftsperson. Carried out a variety of duties, including drafting and electrical blueprinting, filing and some typing in a small office. Electric Company of Ecuador, Quito, Ecuador
Dec. 1974 - May 1975	Draftsperson. As a student-worker, practised technical drafting under supervision. Quito Textile Company Quito, Ecuador

SKILLS

Creative design. Have designed and done graphics, layout for flyers, posters and printed materials; painting and design of theatre sets for workshop productions.

Sample Functional Résumé

Technical skills. Have acquired both training and experience in technical drawing, use of tools and machines; have learned latest screenprinting techniques and practised them in poster and flyer production.

Organizational and administrative skills. Worked in administrative aspects of small drafting office; organized meetings, documented work of the association; helped to organize theatre and other cultural productions of the workshop; supervised publicity and distribution of flyers and tickets for productions.

Photography. Can take and develop photographs (black/white and colour).

Languages. Fluent in Spanish and English; some French.

EDUCATION

Sept. 1980 - June 1981	Screenprinting George Brown College Toronto, Ontario
June 1980 - Sept. 1980	English Upgrading Program George Brown College Toronto, Ontario
Jan. 1980 - May 1980	Industrial Orientation Program George Brown College Toronto, Ontario
Apr. 1977 - Sept. 1977	English as a Second Language Intensive English Program Centennial College Toronto, Ontario
1974 - 1975	Technical drafting, 2 semesters University of Quito Quito, Ecuador

REFERENCES

Available on request.

Covering Letters

When applying for specific jobs it is important to send a covering letter along with your résumé. It is not practical to write a specific résumé for each job. Therefore, a brief covering letter serves to highlight certain parts of your training, education and work experience. You can adapt it to the needs of the particular companies and/or specific jobs you are applying for.

A covering letter is sent either in response to a specific job advertisement or as an approach to an organization or company you might like to work for. It should never be more than one page long.

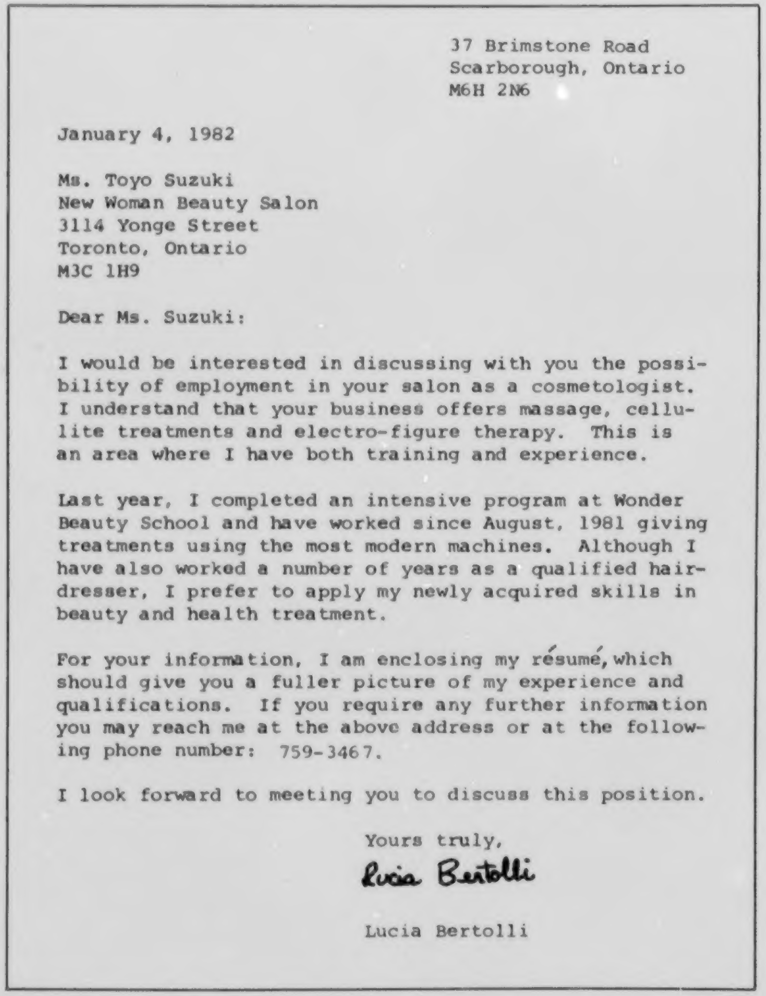
If you are answering a job ad, the covering letter should:

- state when and where the ad appeared
- discuss your qualifications and experiences and show how these relate to the job
- state that you have a particular interest in working for that company
- indicate your interest in having an interview

If you are applying to companies or organizations where you don't know of definite job openings, your covering letter should:

- explain your reasons for writing
- outline your qualifications
- ask if there is any possibility of employment in your job area
- indicate an interest in an interview and say when you will follow up
- be addressed, if possible, to a specific person in the company, (You may be able to find this out by calling the company ahead of time.)

Sample Covering Letter



37 Brimstone Road
Scarborough, Ontario
M6H 2N6

January 4, 1982

Ms. Toyo Suzuki
New Woman Beauty Salon
3114 Yonge Street
Toronto, Ontario
M3C 1H9

Dear Ms. Suzuki:

I would be interested in discussing with you the possibility of employment in your salon as a cosmetologist. I understand that your business offers massage, cellulite treatments and electro-figure therapy. This is an area where I have both training and experience.

Last year, I completed an intensive program at Wonder Beauty School and have worked since August, 1981 giving treatments using the most modern machines. Although I have also worked a number of years as a qualified hairdresser, I prefer to apply my newly acquired skills in beauty and health treatment.

For your information, I am enclosing my résumé,which should give you a fuller picture of my experience and qualifications. If you require any further information you may reach me at the above address or at the following phone number: 759-3467.

I look forward to meeting you to discuss this position.

Yours truly,

Lucia Bertolli

Lucia Bertolli

UNIT 7

JOB SEARCH II

Deborah Barndt

198

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Introduction

As we have seen in Unit Six, looking for a job is best done in a systematic way. However, this means that we must be willing to spend time preparing ourselves, gathering information and making contacts. The more knowledge we have about the job and the interview process ahead of time, the more confidence we will have in presenting ourselves.

Unit Seven deals with the most difficult parts of our job search: making phone calls and going for interviews. These are the first real contacts we have with the employer and the success of these encounters may determine whether or not we get the job. So we probably feel there is a lot at risk when we make calls or go for interviews.

The preparation that we have gone through — getting information, learning about standard procedures and about our rights, preparing our documents, researching the job market — has already increased our possibilities of success.

In this unit, we are going to:

- study two models of phone calls
- examine in detail our presentation of self in the interview: learning about how to relax, our body language, our attitude, our dress and general appearance, our language and the things we should take to the interview
- prepare answers to questions that a prospective employer may ask and questions we may want to ask
- study a model of a job interview, focussing on strategies and language
- plan the follow-up to an interview

PHONE CALLS

Making phone calls in a language or dialect not our own is often very intimidating. We may be afraid that we won't understand or won't be understood ourselves. We may be concerned that the person on the other end of the line will discriminate against us because of our accents. Therefore we should prepare for the phone calls so that we are able to communicate clearly and have the necessary information ready. We are going to study two models of phone calls:

- calling a company to enquire about a possible job vacancy
- calling an employer in answer to a classified ad

Calling to Enquire About a Possible Job Vacancy

In a door-to-door job hunt, it is preferable to send in a letter of introduction and a résumé before calling or visiting. The employer will then know the reason for your call and already have some information about your skills and experience. When you are seeking a job this way, you should be prepared for negative responses, especially if there are no job vacancies. Natalia Golubski, an industrial draftsperson, places calls to two different companies. She does not send any prior information before her first call. However, before her second call, Natalia sends in her résumé and letter in which she indicates that she will call.

First Call

R: RECEPTIONIST
NG: NATALIA GOLUBSKI
PE: PROSPECTIVE EMPLOYER

R: Finecore Industries. May I help you?
NG: Good morning. I'd like to speak to Personnel, please.
PE: Freda White speaking. May I help you?
NG: Good morning, Miss White. My name is Natalia Golubski. I am looking for a job as an industrial draftsperson.
PE: I'm sorry, but we don't have any vacancies right now.
NG: I see. I would still be interested in speaking ...
PE: Excuse me, miss, but we are not interviewing new personnel right now. Goodbye. *(hangs up)*
NG: Well ... goodbye.

Second Call

R: RECEPTIONIST
NG: NATALIA GOLUBSKI
JF: JOHN FIELDING, HEAD OF PERSONNEL

R: Whitehorse Industries. May I help you?
NG: Good morning. Could I have the Personnel Department?
JF: John Fielding here.
NG: Good Morning, Mr. Fielding. My name is Natalia Golubski. I sent in a résumé to you last week. Have you received it yet?
JF: I'll check. Could you give me your last name again, please.
NG: Golubski. G-O-L-U-B-S-K-I.
JF: O.K. One moment and I'll get your file. Miss Golubski, we do have your résumé here. You're looking for a job as an industrial draftsperson.
NG: Yes, that's correct. I learned from the journal, *Industrial Specialists*, that you employ draftspersons.
JF: Yes, we do, but unfortunately we don't have an opening at this time.
NG: I see. I would still be interested in speaking with someone from your company. I am new to the city and would like to find out more about companies such as yours. Would it be possible to have an interview with someone?
JF: Yes, I think it can be arranged. What about Wednesday, the 10th at 3 p.m.?
NG: That would be fine. Whom should I ask for?
JF: If I'm not here, you can speak with Mrs. Worthinghamshire.
NG: Could you spell that name please?
JF: Yes. It's W-O-R-T-H-I-N-G-H-A-M-S-H-I-R-E.
NG: Thank you, Mr. Fielding, for your time.
JF: Not at all. We'll expect you next Wednesday at 3. Goodbye.

Questions to Think and Talk About

1. Does Natalia introduce herself?
2. Does she state the intention of the call immediately?
3. Does she indicate how she got the name of the company?
4. Does she meet with any obstacles?
5. How does she deal with them?
6. What are the differences between the first and second calls?

If you were making a call about a job, what would you do to prepare yourself?
Make a list of the things you would want to say.

Calling to Follow Up on a Classified Ad

Employers often use phone enquiries about job calls as "mini-interviews." They ask questions about you and your experience and get a first impression of you. At that point, they may decide to ask you to come to an interview or say that they are not interested in seeing you. Prospective employees can do the same. You, as a job seeker, should try to get information that will help you decide if you are going to ask for an interview. The following is an example of a "phone interview".

Frances Lam, a clerk-typist, has been using the classified ads in her job search. She finds an ad that interests her and she places the call.

CLERK TYPIST
For busy sales department. Must have 50 w.p.m. typing, good telephone voice and enjoy a variety of duties. Good salary and benefits. Downsview location. Contact Mr. M. Smith, 661-3195.

R: RECEPTIONIST
FL: FRANCES LAM
MS: MARTIN SMITH

First Call

R: Women's Wear Sales. May I help you?
FL: Yes. I'd like to speak to Mr. Smith.
R: I'm sorry, he isn't in right now. Can I take a message?
FL: Could you tell me when he'll be back?
R: After lunch, around 1 p.m.
FL: Thank you. I'll call back then.

Second Call

R: Women's Wear Sales. May I help you?
FL: May I speak to Mr. Smith, please?
R: Yes. One moment, please.
MS: Martin Smith here. May I help you?
FL: Hello, Mr. Smith. My name is Frances Lam. I'm calling about your ad for a clerk typist in today's *Star*. Is it still available?
MS: Yes, it is ... hmm ... what did you say your name is?
FL: Frances Lam.
MS: Is that Miss or Mrs. Lam?
FL: It's Mrs. Lam.
MS: Mrs. Lam, have you had much experience as a clerk typist?
FL: Yes. I worked in my country in the office of a manufacturing company for four years. In Toronto, I've worked for one and a half years in the accounts department of a clothing company.
MS: What is your typing speed?
FL: I can type 50 words per minute.
MS: Is that in English?

FL: Yes, it is. In my previous job all the typing I did was in English. What kind of typing would be required in your department?

MS: It would be typing accounts, orders, some correspondence to customers and sales personnel.

FL: That would be no problem for me ... I've done a similar kind of typing before. Mr. Smith, you mentioned "a variety of duties" in your ad ... what would they be?

MS: In addition to typing, there would a fair bit of customer service — taking orders over the phone, hearing complaints, following through on orders, filing and assisting the other staff in general office work.

FL: The job then involves working both with customers and other office staff. That kind of work interests me. I do enjoy working with people as well as doing straight office work. You mentioned other staff. How many people are there in your department?

MS: There's a staff of eight ... well, nine, including me ... I'm the manager. There are three clerk typists in all.

FL: I understand that your company sells women's wear. What specifically do you sell?

MS: All kinds of women's clothing — work clothes, casual wear, evening clothes, everything from formal dresses to T-shirts.

FL: That sounds impressive. Could I have a little more information about the job? Excuse me for taking so much of your time ...

MS: No, that's alright.

FL: Could you please tell me what the hours are?

MS: From 8:30 to 4:30 Monday to Friday. On Saturdays there is a rotation, so each person works every fourth Saturday. Would that be a problem for you?

FL: No, not at all, assuming I get paid for the overtime. I *am* interested in the job! Would it be possible to have an interview?

MS: Sure. Could you come tomorrow morning?

FL: Of course. Any specific time?

MS: Let's say ... 10:30.

FL: That suits me fine. Could I have the address?

MS: Oh, sorry ... it's 920 Wilson Avenue.

FL: Where is that exactly?

MS: It's between Dufferin and Keele, closer to Dufferin, on the north side.

FL: Thanks for all your information, Mr. Smith. See you tomorrow.

MS: Goodbye, Mrs. Lam.

Questions to Think and Talk About

1. What information does the job ad give?
2. After making the call, what else does Frances find out about:
   - the prospective employer?
   - the duties/responsibilities of the job?
   - her prospective fellow workers?
   - How does she get this information?
3. From the call, what does the prospective employer find out about Frances':
   - previous experience?
   - skills/personal characteristics?
   - likes/interests?
   - interview skills?
   - How does he learn this?
4. What phone strategies did you learn from observing Frances? Can you suggest others?

Remember Your Voice

In the telephone "mini interview" the employer learns many things about you — not only from the information you give and the way you give it — but also from the way you speak. When you are making these calls, remember to

- speak slowly, loudly and clearly enough
- smile!

Your speaking voice can tell a lot about how you feel. When you speak clearly and slowly, you give the impression of being relaxed. When you smile, the person on the other end can detect it. It also gives the listener the impression that you are pleased or contented.

If calling about job ads makes you nervous, practise doing it with a friend first. You can also practise phone calls in general by calling different offices and businesses for information you want. For example, you might want to call for travel information (city bus service or overseas flights), opening and closing hours of government offices, services or products offered by specific businesses, etc.

Phone Call Language

Using Frances' phone interview, we will study the language used in making phone calls. In the lefthand column, there is a list of what we use language for or language functions; on the right, we will list some common expressions or ways of speaking to fulfill these functions. Use some of Frances' examples and some of your own.

What We Use Language For	How We Say It
1. Giving the source of your information	1. I am calling in response to your ad in today's *Star*.
2. Asking for a specific person	2. I'd like to speak to Mr. Smith or Could I speak to someone in the Personnel Department?
3. Stating reason for or intention of call	3.
4. Introducing yourself	4.
5. Talking about your abilities/skills	5.
6. Asking about duties/responsibilities	6.
7. Asking for clarification/explanation	7.
8. Expressing interest, desires, feelings	8.
9. Relating past experiences to present requirements	9.
10. Asking for information	10.
11. Indicating when you don't understand	11.

JOB INTERVIEWS

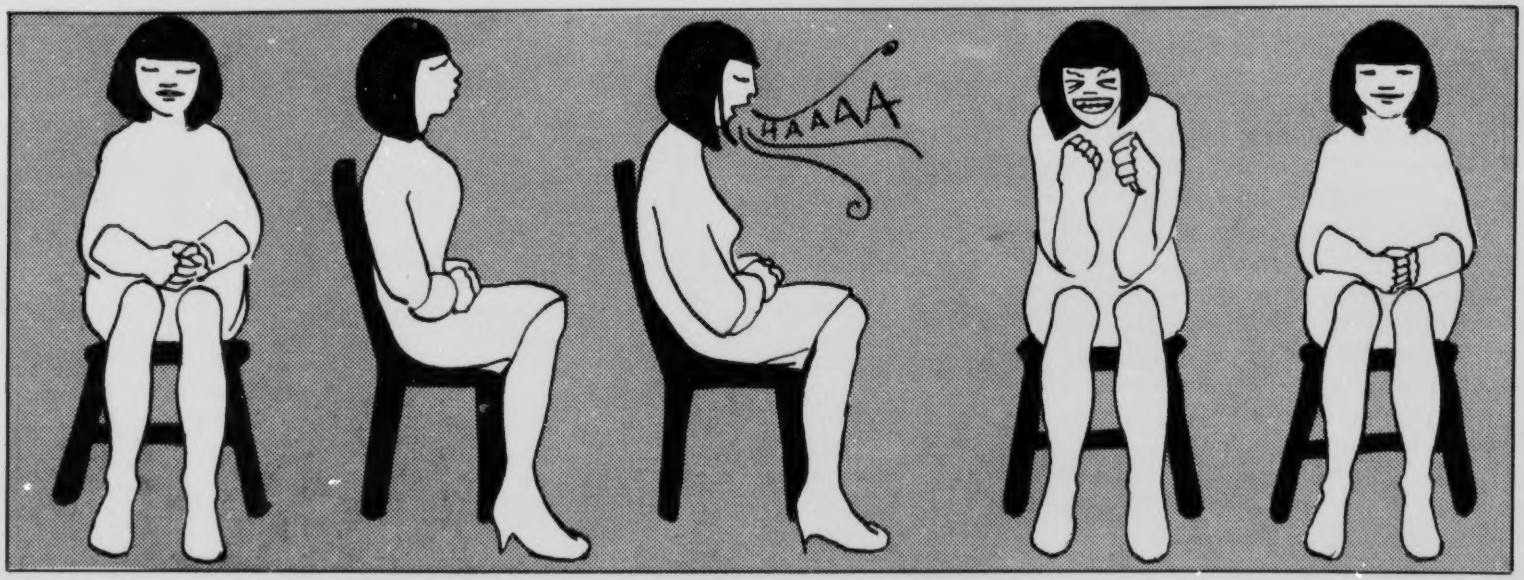
Learning How to Relax

You've made contact with an employer, you've prepared the necessary documents and your interview is tomorrow morning. Already you're beginning to feel nervous. To overcome this nervousness, it's important to learn how to relax. Here is a breathing exercise you can practise with your friends and use before an interview.

- Sit comfortably with both feet on the floor, uncrossed.
- Close your eyes and fold your hands in your lap.
- Take a deep breath through your nose, filling your lungs and thereby forcing your stomach to rise.
- Let your breath out slowly through your mouth, with a sigh. Haa ... like the wind.
- Repeat this breathing pattern — breathing in ... and out ... (If you want to check your breathing, place a hand on your stomach to see if it is rising and falling.)
- Concentrate on your breathing and find a rhythm that is good for you.
- Then, make fists with your hands, clench your jaw and make your whole body tense. Hold this position and then relax. Repeat three or four times.
- Continue the breathing exercise until you feel relaxed.

Can you think of any other ways of relaxing? Some women offered these ways.

- Drink a glass of cold water.
- Take a walk, to the women's washroom, for example.
- Count to ten.



Looking at Ourselves — Our Body Language

The way we sit, walk, hold our head, gesture, use our voice and show feelings on our faces, are all part of our "body language". It says something about how we feel about ourselves and the people we are with. An interviewer, consciously or unconsciously, interprets this "language" of the prospective employee based on his or her own experience and forms an opinion of her.

Misunderstandings often arise when an interviewer and an interviewee are from different cultures and have different ideas about body language. An example of this is the use of eye contact. In some cultures, it is considered impolite or disrespectful to look directly at an older person or a person with a higher status. However, in the dominant Canadian society if a person does not make eye contact, he or she may be considered rude or untrustworthy. Another interpretation might be that he or she is timid or lacking in self-confidence. In a society where assertiveness is highly valued, a person appearing to be non-assertive is at a disadvantage.

Can you think of other differences which may create misunderstandings?

Once we understand the cultural differences and the expectations of the employer, we may want to adapt our behaviour for the interview situation. For example, we may not be used to as much eye contact as Canadians working in the business field, but we can practise it for the interview.

The chart below is useful in helping each other to analyze body language and appearance in role-playing a job interview.

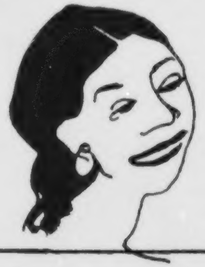
BODY LANGUAGE	DESCRIPTION	What would you describe as "proper" body language for an interview?
Voice	high, low, clear, firm	
Facial expression	anxious, sad, eager, impassive	
Hands	gesturing, wringing, folded, biting nails	
Eyes	making eye contact, avoiding eye contact	
Manner	relaxed, anxious, nervous	
Posture	good, bent shoulders	
General appearance	carefully groomed, overdressed, untidy	

Do's and Don't's of the Job Interview

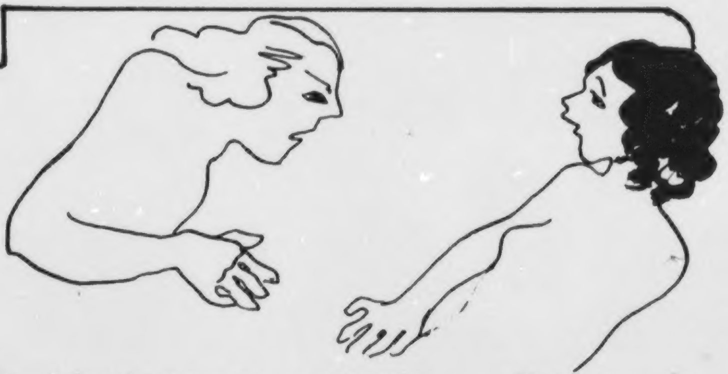
Do

Attitude

The interview is also a chance for you to interview the employer (as well as vice versa). Remember that you have a right to get information and to be respected. If the interviewer is not very good, it's up to you to give information about your skills and experience.

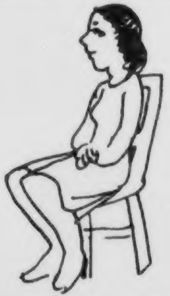


Don't

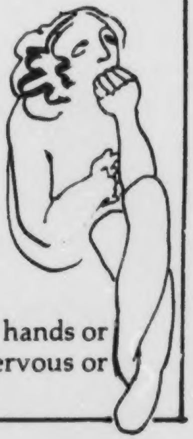


Don't let the interviewer intimidate you. He/she can do this by asking personal, unfair and illegal questions ... or by showing very little interest at all and asking few questions. Don't give "Yes" or "No" answers. Use the opportunity to give more information about your experience or skills.

Body Language



Try to sit straight, but comfortably, making eye contact especially when asking a question. Try to be as natural as possible. Speak clearly and loudly enough. Smile when introducing yourself. Some interviewers may offer a handshake. Others don't.

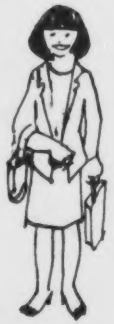


Don't slouch, chew your fingernails, wring your hands or mumble into your portfolio. It shows you are nervous or you don't care.

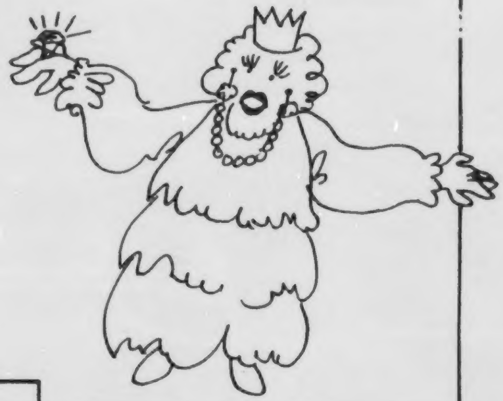
Do	Don't

Dress and General Appearance

Wear clothes that are appropriate for the place of work ... and be neat and tidy.

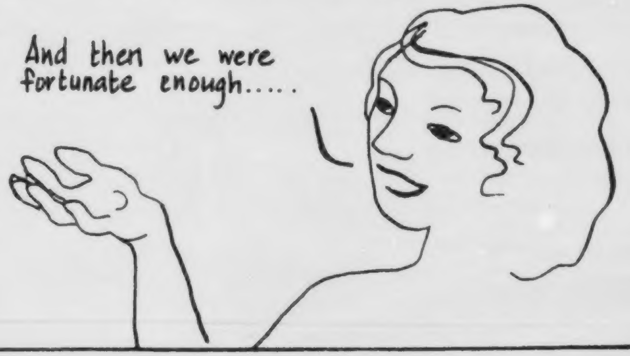


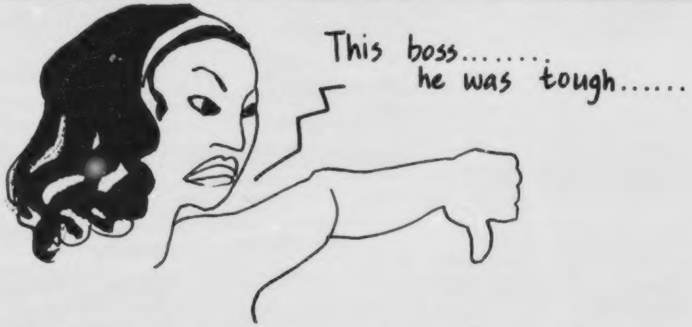
Don't feel you have to put on all your best to impress!



Problems

Try to bring up positive points in response to questions and be enthusiastic about the company and the job.


And then we were fortunate enough.....

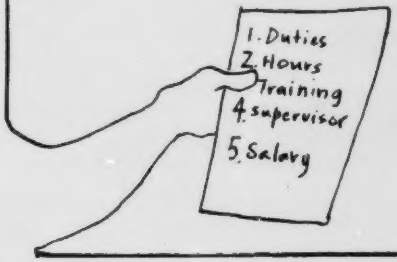

This boss........ he was tough......

Don't complain about former jobs or criticize former employers. Don't discuss your personal problems.

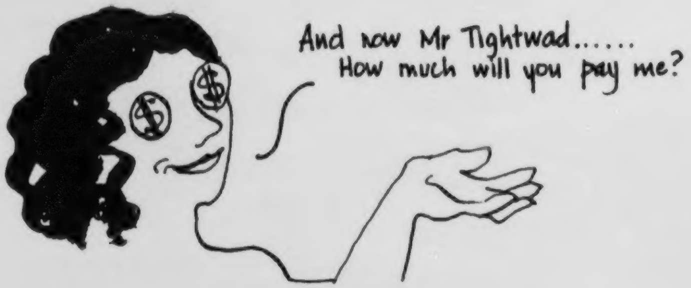
Do | **Don't**

Order of Questions

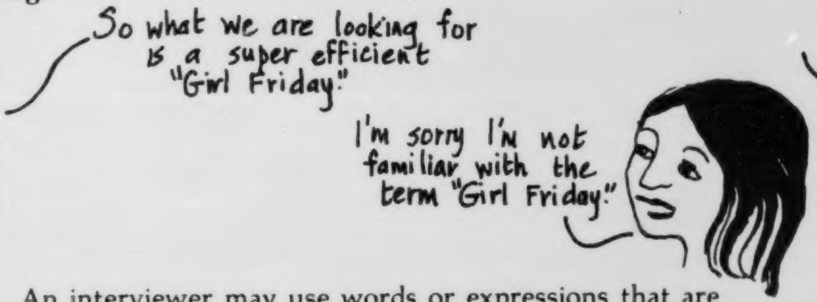
Think about which questions are best to ask first. Make a list of all the questions you want to ask. You may not have to ask them. The interviewer may give the information first. Don't forget to refer to the information that you got through the phone call.


1. Duties
2. Hours
Training
4. supervisor
5. Salary

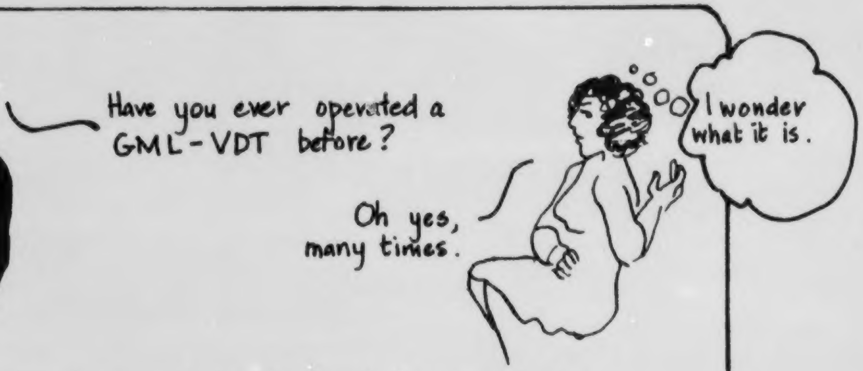
Don't ask about salary or benefits in the first part of the interview.


And now Mr Tightwad......
How much will you pay me?

Language


So what we are looking for is a super efficient "Girl Friday."
I'm sorry I'm not familiar with the term "Girl Friday."

An interviewer may use words or expressions that are unfamiliar to you. Ask for clarification. It would be a good idea to practise some expressions before the interview.

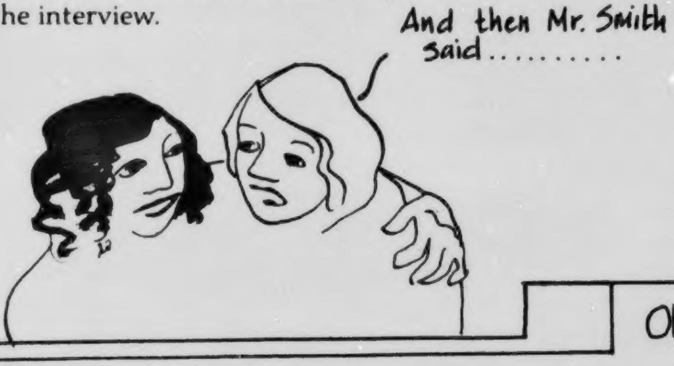

Have you ever operated a GML-VDT before?
Oh yes, many times.
I wonder what it is.

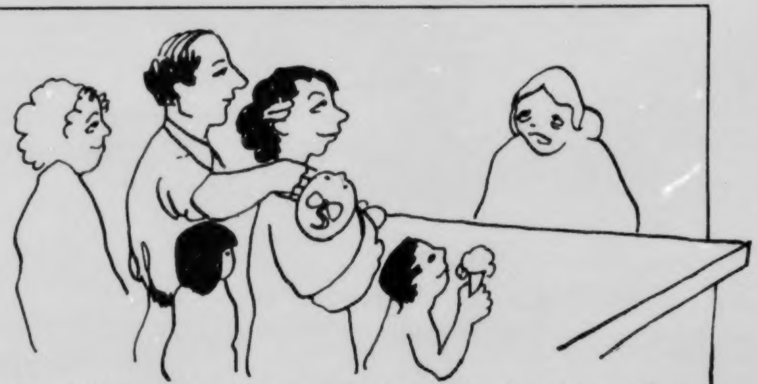
Don't pretend to understand when you don't.

Do **Don't**

Moral Support

If you feel the need for moral support, get a friend, relative or another member of your group to practise with you before the interview and to meet with you afterwards to assess the interview.


And then Mr. Smith said..........

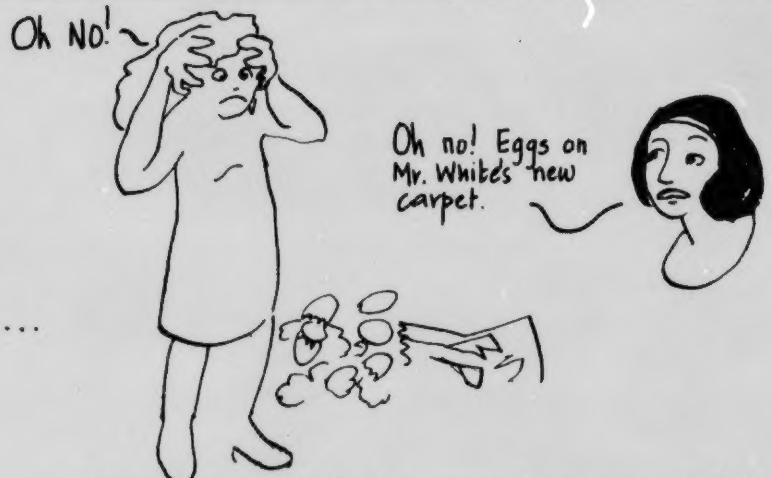


Don't go to the interview with friends or family members.

What to Take With You

Depending on the job, decide what documents and papers you need. Always take your résumé. You should also take paper and pen to record information from the prospective employer.

Now let's see....
I've got my résumé......


Oh NO!
Oh no! Eggs on Mr. White's new carpet.

Don't take your weekly shopping with you — a portfolio is enough.

Questions a Prospective Employer May Ask*

- Why are you interested in this particular job?
- Why do you want to work for this company?
- What are you looking for in a job?
- What do you think you have to offer us?
- Tell me about your experience and training.
- Why did you leave your last job?
- What do you think are your best personal qualities?
- What salary do you expect?
- Do you get along well with people?
- Are you willing to work overtime?
- What are your future plans?

  (This is a tricky question ... some employers may want ambitious people, others may not.)

There are some questions employers are *not* supposed to ask, but do anyway. Think of how you would answer them.

- If you get married, do you intend to stop working?
- What happens if your children get sick?
- Do you have Canadian experience?
- Why did you come to Canada?
- What organizations do you belong to?

Questions You May Want to Ask

The questions you need to ask will depend on the kind of job you're applying for and what you feel is important in a job.

Here are some examples of questions. How and when you ask them depends on what has already been talked about in the interview and information you have from a classified ad or phone call.

- Could you tell me (more) about the duties of this job?
- Does the job require any training?
- Who would I be reporting to?
- Who would I be working with?
- What do you expect of an employee?
- What are the hours? Is there any overtime?
- Is there room for advancement (or development) within the job?

  (If you are applying for a job which offers no opportunity for advancement, this would not be a good question. The employer might feel you would leave as soon as you find such a job.)
- What kind of benefits and holidays go with the job?
- What is the salary range?

Add any specific questions that you may want to ask.

---

*See Appendix for Human Rights Code regarding Employment Application.

A Job Interview

Frances Lam is in the middle of the interview that she set up through a classified ad. This part of her interview focusses on the strategies she uses to deal with difficult questions and shows her taking initiative to get more information about the job.

R: RECEPTIONIST
FL: FRANCES LAM
MS: MARTIN SMITH

R: Hello. May I help you?
FL: Yes. I have an appointment with Mr. Smith at 10:30.
R: What is your name?
FL: Frances Lam.
R: Ah, yes, Mrs. Lam. Please take a seat. I'll see if Mr. Smith is free.
FL: Thank you. (*sits down*)
R: (*After a few minutes*) Mr. Smith will see you now.
FL: (*Enters Mr. Smith's office*)
MS: Good morning, Mrs. Lam. Won't you sit down?
FL: Thank you.
MS: Now, Mrs. Lam, can you tell me why you are interested in this job?
FL: I'm interested in it for a number of reasons. First of all, I feel I have the skills and experience needed by the job. As I mentioned over the phone, I have done similar work before. I also like the idea of working in sales and having lots of contact with people.
MS: Why did you leave your last job?
FL: We moved to Downsview three months ago. I would have had to travel over an hour and a half to get to work. That is one of the reasons why *this* job suits me — it takes only 15 minutes to get here by bus.

or

The company was cutting back staff. Those with less than three years seniority were laid off. Unfortunately, I had worked there only a year and a half. However, my former supervisor gave me a letter of reference, if you are interested, and I also have a résumé.

MS: Thanks. I *would* like to see them later. Do you have any children, Mrs. Lam?
FL: Yes, I do — two — they are both of school age — 7 and 9.
MS: What happens when they get sick?
FL: I have made arrangements with a relative who lives nearby to take care of them if there is any problem.
MS: Would your family responsibilities interfere with your working overtime?
FL: You said that working overtime was once a month on Saturdays? That's fine. The children will stay with my relative or with my husband. Mr. Smith, I have a few questions about the job ...?
MS: Certainly — go ahead.
FL: The ad also mentions "a good telephone voice". How much time is telephone work?
MS: That involves taking orders, enquiries, complaints and making calls to customers and sales personnel throughout the day. For the whole office, it's about 4½ hours per day in all. But, there is a rotation for answering calls among the clerk, typists and the receptionist.
FL: That sounds like a very efficient arrangement. Who would be my direct supervisor?
MS: I would be, as the manager of the department.
FL: And what would you expect of me as an employee in your department?

MS: Well, I expect all the staff to be punctual. With a job like yours, you would need to be able to organize your time well. I also like staff who are cooperative and come to me if they have any problems.

FL: I believe you would find me a person who is well organized and responsible. Could you tell me more about the benefits mentioned in the ad?

MS: Why, yes. They include OHIP, life insurance and a dental plan.

FL: Those are very good benefits! What is the salary range of the job?

MS: A clerk typist with a year's experience earns $192 a week. It's more for each year of experience. Mrs. Lam, your experience and qualifications make you a good candidate — but we still have many applicants to interview.

FL: Mr. Smith, thank you so much for your time. I feel I've got a good idea of the job ... and I *am* interested in it.

MS: As I said, you are a possible candidate. Goodbye, Mrs. Lam. We'll be calling you. Please leave your résumé and letter with the receptionist.

FL: Of course. Thanks again. I'll look forward to hearing from you.

Interview Strategies

During the Interview
To help us improve our interviews, we will analyze how Frances Lam performed in hers.

- Frances tries to show she would be a good person for the job. Underline the expressions she uses to :
  - (a) show interest in or enthusiasm about the job or the workplace
  - (b) show initiative in getting information, asking questions, etc.
  - (c) give assurance that she is willing and capable to do the job.
- Frances deals with difficult questions.
  - (a) List three of these questions and describe how she deals with them.
  - (b) How would you answer them?
- Frances asks questions to get more information about the job.
  - (a) What areas of information does she get?
  - (b) What is the order of her questions?
- What strategies did you find useful?
- Could you make any suggestions to Frances to improve her interview?

After the Interview

Job interviews can leave you feeling pleased or depressed. Or, you may feel that part of the interview was good and another part wasn't. In any case, it's a good idea to talk to another job seeker or a friend after the interview. At that time, you can assess the interview, the interviewer's and your performance and plan your strategies for the next one.

Here are some questions to help you assess an interview.

- Do you generally feel good (or bad) about the interview?
- Describe the parts in which you feel you did well.
- Describe the parts in which you feel you could improve.
- Did you get all the information that you wanted?
- Did the interviewer give you the opportunity to talk about your skills and experience?
- Did the interviewer ask questions that were difficult, unfair or illegal?
- How did you deal with the problem questions?

Interview Record

Keep a written list of all your contacts, both phone calls and interviews. This is useful for future contacts and necessary for CEC if you are receiving unemployment insurance.

Further Contact with Employers

It's a good idea to send a thank-you note or make a phone call to the person who interviewed you if you were happy with it. This is especially useful if you think you might contact them again. In your note or your call, you might ask that if there is ever another opening that you be considered for it.

Deborah Barndt

UNIT 8

ON THE JOB

Introduction

As job seekers, each one of us has to face the job interview alone. We must also negotiate the terms of employment with our prospective employer on an individual basis. He or she offers us wages, benefits and certain conditions in exchange for our labour power.

Once we're on the job, we may find ourselves isolated and competing with our co-workers in a workplace where bad conditions prevail. We are forced to deal individually with the management, who may abuse or exploit us. When our rights are violated, we may feel too intimidated to complain. For these reasons, in many places of work, the workers have chosen to negotiate with their employers collectively through unions.

Workers have formed or joined unions in order to protect their rights and fight for improved wages and working conditions. Through the long struggle for workers' rights, unions have also made gains for women workers and continue to make demads related to their particular needs. For example, the Canadian Union of Postal Workers was able to get paid maternity leave for its members after recent negotiations.

It is important for us as immigrant women, who are among the most exploited groups in the workplace, to participate actively in unions. Together, we can press for improved working lives for all workers, both immigrant and Canadian.

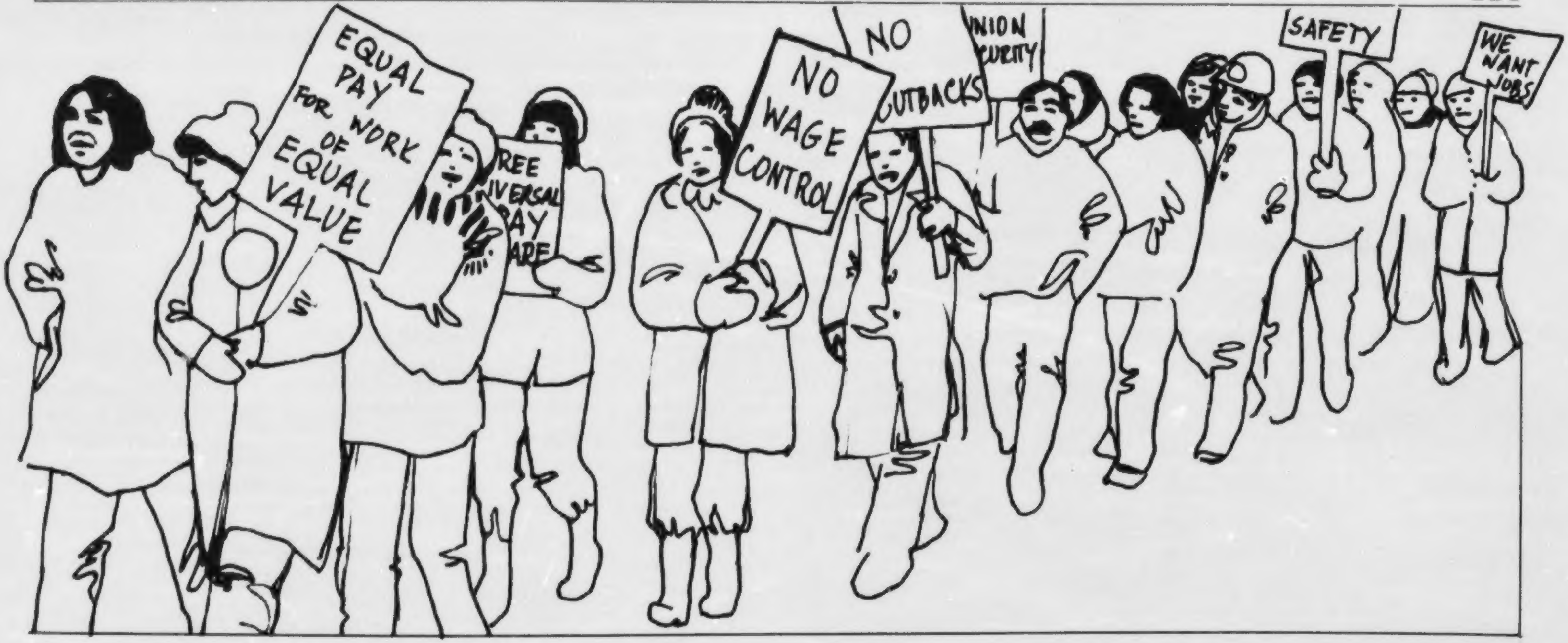
In this unit, we are going to:

- examine the legislation that helps to protect us as women workers
- discuss the procedures for dealing with the violation of our rights according to the legislation
- read about and discuss how one woman worker effectively made a complaint
- discuss shortcomings of the legislation
- read about and discuss the relationship between unions and immigrant women
- discuss how to make unions more responsive to the needs and concerns of immigrant women
- read about and discuss the gains made in the struggle for free, universal, quality day care
- find out how to get subsidized day care
- read a poem, called "Bread and Roses," about women participating in a garment workers' strike

WORKERS' RIGHTS: THE ONTARIO LEGISLATION

Through a long history of struggle, generations of workers have been able to put pressure on their governments to assume responsibility in guaranteeing certain protection for their working lives. Consecutive governments have enacted legislation to ensure that agreements made would be respected by employers. Labour rights in Canada come under the jurisdiction of the provinces, so the legislation may vary from one part of the country to another. In the province of Ontario, the existing workers' rights are protected by a number of laws:

- the Employment Standards Act
- the Labour Relations Act



- the Occupational Health and Safety Act
- the Workmen's Compensation Act
- the Ontario Human Rights Code

Within the Ontario government, there are special offices set up to deal with complaints of violation of guaranteed rights. A limitation of this legislation is that it usually puts the onus on the worker to make a complaint and prove that the law has been broken. A worker may find this difficult to do for fear of losing her job, being harassed or for lack of knowledge and evidence to support her case. In spite of this, workers have been successful in getting some of their complaints dealt with. Therefore, in order to protect ourselves, it is important for us to know our rights and the procedures to follow if they are violated.

Employment Standards Act

This act sets the minimum working standards in Ontario. Some of the legislated rights of particular interest to women workers are described below. For further information, consult the Appendix or the Women's Bureau, Ontario Ministry of Labour. If you do not live in Ontario, consult your appropriate provincial government office.

- **Equal pay.** Women workers are entitled to equal pay for work of equal value in the same establishment.
- **Wages.** (as of October, 1981.) The general minimum wage is $3.50 per hour. There are some exceptions. A learner should receive $3.40 for the first month of employment. After that, she should

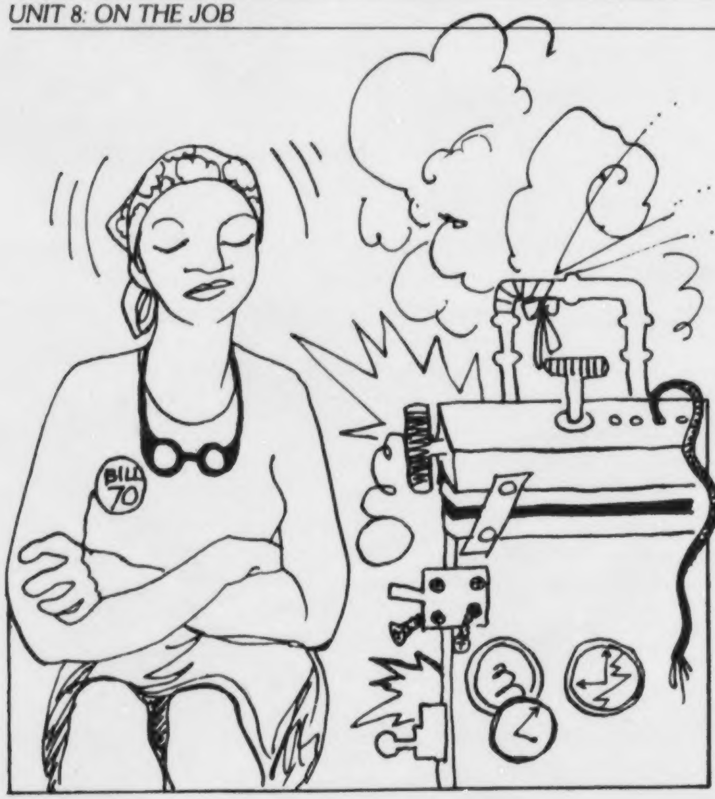
receive the regular minimum. If an employee serves liquor, she should receive $3.00 an hour.

- **Fringe benefits.** Female employees are entitled to the same benefits as men in the same establishment. These may include life insurance plans, long- and short-term disability insurance plans, health and dental plans.
- **Statement of earnings and deductions.** Employees must receive a written statement of their earnings and deductions which shows: the pay period, rate of pay, gross wages, net wages and all deductions made.
- **Hours of work.** There is a maximum work week of 48 hours or 8 hours a day. However, an employer may get a special permit to have employees work more.
- **Overtime pay.** After 12 months, an employee is entitled to 2 weeks' vacation with pay or vacation pay (4% of total wages during the year). If an employee leaves her job after less than a year, the employer must pay 4% of her total wages for the period worked.
- **Statutory holidays.** Employees are entitled to seven holidays a year with pay: New Year's Day, Good Friday, Victoria Day, Canada Day, Labour Day, Thanksgiving Day and Christmas Day. To receive a paid holiday, a worker must be employed for three months immediately before the holiday, work 12 of the 28 preceding days and work on her regular day of employment both preceding and following the holiday.
- **Notice of termination.** An employee must be given written notice or pay instead of notice if she has been employed for at least three months. The amount of time depends on the length of employment.
- **Pregnancy leave.** A employee is entitled to an unpaid leave of up to 17 weeks if she has worked for the same employer for 12 months and 11 days. If a woman qualifies for unemployment insurance, she may receive up to 15 weeks of benefits. When she returns, she must be placed in the same or a similar job at the same rate of pay.
- **Regulations applying to domestic workers.** If a domestic employee works a maximum of 24 hours a week, she should receive as a minimum wage: $24.00 a day, or $132.00 a week, $468.99 a month, or $3.00 an hour. If she lives in, $50.00 a week can be deducted for room and board. A domestic worker must have 36 consecutive hours free time every week. If she agrees to work during that time, however, she must receive $3.00 per hour.

If any of the rights guaranteed under the Employment Standards Act are violated, the employee can make a formal complaint to the Employment Standards Branch, Ministry of Labour, 400 University Avenue, Toronto, Ontario M7A 1T7.

Labour Relations Act

Under this Act, every employee has the right to join a union (there are exceptions of those regulated by other Acts). If it can be proved that an employer has fired a worker because she has joined or attempted to organize a union, the Labour Relations Board can order her re-hiring and/or compensation. If this Act is violated, the employee can complain to the Labour Relations Board, 4th floor, 400 University Avenue, Toronto, Ontario M7A 1T7.



Occupational Health and Safety Act

Workers can refuse to do a job that endangers their health or safety or that of their co-workers. Protection for workers may include exposure to chemical, physical or biological agents that could affect their health.

If this Act is violated, an inspector of the Ministry may conduct an investigation of the situation. For more information, contact the Ministry of Labour, Information Services.

Workmen's Compensation Act

Under this Act, most employers must ensure their employees through the Workmen's Compensation Board against injuries that occur on the job or as a result of employment.

In case of accident, the employer is initially responsible for promptly reporting it. The injured employee can also report it to the Board at 2 Bloor Street East, Toronto, or the nearest regional office.

Ontario Human Rights Code

The Code prohibits discrimination because of sex or marital status in recruitment and hiring, training and apprenticeship, promotion and transfer, dismissal terms and conditions of employment and membership in trade unions.

To make a complaint, one must contact the Ontario Human Rights Commission, Ministry of Labour.

Making a Complaint to the Employment Standards Branch

1. Make sure you know all your rights under the Employment Standards Act.
2. If you feel your employer is breaking the law (and violating your right), check first with the Employment Standards office. You can either call or go to the office.
3. If you have a problem with English, take along someone to translate for you.
4. Take the following information with you:
    - name, address and telephone number of your employer

- your name, address and telephone number
- a description of your complaint
- copies of your wage statements

5. The Employment Standards office will then contact your employer to investigate the complaint (you can ask them not to use your name when talking to the employer).

6. If the employer attempts to dismiss, discipline or suspend you because you filed a complaint, you should contact the Employment Standards Office immediately.

Lisa Huyn, a presser in a garment factory, talks about how she made a complaint to the Employment Standards Branch.

> I was very happy to get a job, working at a factory where there were many Vietnamese workers. The job did not pay much, but it gave me something to help my family. The boss asked me to work extra hours every week. I didn't mind because it meant more money. One payday, a co-worker saw my paycheque. She said to me, "Lisa, your paycheque is wrong. You should receive time and a half for your overtime hours." She explained that I should receive 1½ times my hourly wage after I have worked 44 hours a week. I didn't know this before — I felt angry and also foolish. I went to the boss and told him about his mistake. He said to me in a loud voice, "You work too slow — you don't deserve time and a half." When my co-worker heard this, she said, "It is not true—you work very fast. But that doesn't matter, the company must pay it — it is your right!" So she took me to a building downtown and there I had to tell a man about my paycheque. Then with my friend's help, I filled out a form. Two weeks later, the boss came up to me, very angry. He said, "So you complained about your paycheque, eh? Let's see how long you last here!" I was afraid I would lose my job, but nothing happened. A little later, I got the extra pay for the overtime. It made me very pleased, not only because of the money, but also because I found out about my rights.

Questions to Think and Talk About

1. What did Lisa learn from the situation involving her paycheque?
2. If her employer had fired her, what could she have done?
3. What kind of help did she receive?
4. Have you worked in a situation where your rights were violated? Describe what happened.
5. How did you deal with the violation of your rights?

Limitations of the Labour Legislation

In spite of the provincial legislation governing protection for workers, many employers have violated and will continue to violate workers' rights unless the provinces introduce strong enforcement measures. What happens now is that the worker must file a complaint in order to get satisfaction. To make the legislation more effective, governments could carry out inspections and give guilty employers heavy fines. At present, there are inadequate inspections, no fines and limitations on the number of months employees can be reimbursed for back pay lost. Because of this, employers are under no pressure to honour the legislation.

Questions to Think and Talk About

1. What do you feel is the biggest limitation of labour legislation?
2. Why don't the provincial governments try to change the legislation to make it more effective?
3. What can workers do to have their rights respected?

Unions and Immigrant Women

A group of immigrant women are meeting to talk about unions. They come from different workplaces and unions and they exchange their opinions and experiences. Janet Lim is an organizer in a textile union, Marcie Fonseca works in an autoparts factory, and Ana Rojas is a worker in a postal station.

J L: JANET LIM
M F: MARCIE FONSECA
A R: ANA ROJAS

J L: For immigrant women, joining should be a right; well not just a right but also a must. This is true especially for immigrant women whose workplaces are made up of women from a number of different languages and cultural backgrounds. It's very easy for employers to use different tactics to divide and make the workers fight against each other.

M F: In our factory, the employer has used favoritism and information-giving to divide the workers. If a woman is talking with another woman or takes too long in the washroom, others go and inform the employer. The employer, of course, is in his office clapping his hands, knowing that if the workers are against each other, the company will do well. Because if we workers are divided, we will never accomplish anything.

The boss tried to get me in trouble with my fellow workers recently. He had previously fired me for union organizing but I know the law and got back to work a month or so afterwards. He apologized to me and patted me on the back, pretending friendship. A month and a half later, he asked me to take charge of

my section at work, to supervise the women — to see how long they were staying in the washroom and other things. I refused, because this is against my loyal upbringing and furthermore, I would never inform on a co-worker. I also realized it was his plan to have my co-workers begin to mistrust me so that in the future, when I attempted to get the union in the factory, I wouldn't be able to get anywhere with them.

J L: It's so important for workers to look to each other for support, and not to try to get ahead by informing on the others. A union that represents the interests of all workers would be a collective force and much stronger. For most of the immigrant women who don't speak English, the unions are the most effective channel for bargaining on their behalf.

A R: But that's not all a union is. Many people think that to organize a union is to get workers in the factory to sign the card. After that, they think the union representatives will do the rest. I say no. We must continue to struggle together and help each other because the union is nothing but the workers who make it up. When meetings are called, it is important to attend them and to say what has to be done and how. It is the only way we can be truly represented.

Questions to Think and Talk About

1. What is a union?
2. What are the advantages for immigrant women of joining a union?
3. What are some of the tactics that employers use to divide the workers and prevent them from joining or forming unions?
4. What are the responsibilities of union members to their unions?

The women discuss how unions could become more responsive to the needs and concerns of immigrant women.

J L: Many immigrant women do not have good experiences with unions. In fact, some do not even know the name of the union or the union representative. This is not necessarily the fault of the women — it is the unions' fault. Unions often do not inform or involve their female members — Canadian and immigrant alike — in union activities. Very often, there are very few immigrant women in attendance at union meetings. There are good reasons to account for it: they may not have been told about it; they feel they can't take part in the meeting because they don't speak English; there might be other problems such as childcare. The unions could do a lot more to get immigrant women to take a more active role. For example, notices of meetings could be translated into different languages and there should also be interpreters at the meetings. The unions should also talk to the women and find out the most convenient time to have meetings.

M F: The unions could go a lot further by setting up English language classes for immigrant workers. They could also involve members through educational programs on health and safety, their basic rights as union members and on contracts.

A R: Yes, I think that unions should not just limit themselves to struggles to increase wages and improve benefits. They should go beyond the workplace to help improve working people's lives. They should be fighting for issues such as health, education, preservation of cultural and natural resources, women's rights, day care and international solidarity work.

Questions to Think and Talk About

1. According to these women, what should unions be doing to involve their immigrant women members?
2. What kinds of programs should they be attempting to offer?
3. What other aspects of our lives should unions be involved in improving?
4. Have you ever belonged to a union? Describe the kind of work it did or the work of another union you know about.
5. What further information do you need about unions?

Free, Universal, Quality Day Care

In spite of the great need for day care — 10,000 new subsidized spaces in Ontario alone — the reaction of the provincial government has recently been to cut back rather than increase spending on day care subsidies. These cutbacks brought about large organized protests by parents and workers in August and September of 1980, and increased involvement of trade unions around the issue. In October, 1980, day care policy was presented as a high priority at the Ontario Federation of Labour annual convention. At the convention, an overwhelming majority of delegates voted to adopt a radical day care policy and to launch a major campaign to win free, universal, quality day care as a right.

The organized trade union movement was responding to pressure generated by the work of a community-based organization called Action Day Care. Action Day Care is made up of parents, day care workers, representatives from the community and women's groups and a few rank and file trade unionists. They organized a clear program of action and developed a policy which eventually formed the basis of the policies of the New Democratic Party and the Ontario Federation of Labour. The work of Action Day Care set the stage for the work of the OFL's women's committee, which was instrumental in bringing day care policy to the OFL members.

Because free, universal, quality day care does not yet exist in Ontario, it is the "users" — the parents — who must pay very high fees to have their children cared for while they work. In most cases, these fees are much too high for working-class families. They may be able to apply for subsidized day care, but subsidy requirements are so strict that only people with very low incomes can apply. If

people do manage to get a subsidy, it is still difficult to find a space, because there are always more children than vacancies. This, in fact, is true even for those parents who are willing to pay. The result is that many children do not get proper care, because of insufficient or inadequate facilities and irresponsible providers. It is then the children who suffer in the first years of their development. The consequences will be paid by society when these children later have to be given "special" care as emotionally disturbed or delinquent children.

At a time of economic crisis, there is a tendency for governments to cut their spending on all social services. It is therefore extremely important for all workers, especially working women, to involve themselves in the struggle for free, universal day care as a right comparable to universal medical care and unemployment insurance.

Questions to Think and Talk About

1. What does "free, universal, quality day care" mean?
2. What role did Action Day Care play in bringing the issue of day care to organized labour, the political parties and the general public?
3. Who needs quality day care?
4. What are the obstacles to setting up universal, quality day care?
5. What can people in the community do to convince the government to provide day care to all?
6. Have you ever used day care facilities? What were they like?
7. Do you need subsidized day care? Do you know how to apply for it?

Existing Childcare Facilities

There are two main kinds of government supervised childcare facilities that are provided for pre-school age children: home care facilities and day care centres.

Home care facilities are provided by women who look after children in their own homes. The home care provider can have a maximum of five children (including her own). Of those five, she can have only two children under the age of two, or three children under the age of three. The provider can be asked to attend seminars in childcare. Her home is inspected and she is screened and monitored by a certified home care organization.

There are three kinds of day care centres where children over the age of two receive programmed educational care:

- municipal day care centres, which are run by the government
- private, non-profit day care centres, which are operated by non-profit agencies, such as church or parent groups
- private, commercial day care centres, which are run by profit-making individuals or organizations

Day care centres usually have a certain number of trained day care workers who have taken special courses to prepare them to give children under their care a balanced, stimulating, nurturing program. They have to be licensed by the municipal government. These are usually preferred by parents because of their organized programs.

Cost of Childcare. The fees for home care or day care are very high. Home care fees can be as high as $70 a week; day care fees run between $45 and $150 a week. Childcare which is subsidized by the government costs about $7.50 a week.

Where to get information about childcare facilities. Social service agencies or community information centres provide information about childcare. For example, the Community Information Centre of Metropolitan Toronto, 110 Adelaide Street East, Toronto, has a directory listing all day care centres in Metro Toronto.

How to get subsidized childcare. There is a limited number of subsidized childcare vacancies, especially in day care centres. However, parents in financial need can apply for them. If a mother is working, looking for work or going to school, she is eligible for assistance. A person who applies must prove need by providing the appropriate documentation to show her financial status. This would include: proof of all expenses, earnings, savings and debts. For example, the applicant should be able to provide her payslips, bank book, receipts for medical or dental care, rent receipts, etc.

Procedure to follow (in Toronto):

1. Phone Metro Toronto Children's Services at 345 George Street, at 367-8592 to make an appointment for an interview.
2. Take to the interview all the necessary documents to show your financial status as well as the birth certificate of the child or children you want to place in a day care centre.*
3. After looking at your "proof" of need, the representative of Metro Children's Services will decide whether or not to give you a subsidy.

*This procedure is complicated and requires good organization of all your documents, receipts, bills and pay slips. It is also difficult and embarrassing to show the most intimate details of your financial status to a stranger. If you need more information or help in preparing for a subsidy interview, contact a supportive, knowledgeable group, such as Action Day Care.

There are many songs and poems that come out of worker's struggles for improved working lives. One such poem, written by James Oppenheim and set to music by Caroline Kohlsaat, came out of the 1912 strike in the great woolen centre of Lawrence, Massachusetts. Twenty thousand workers walked out of their mills in a spontaneous protest against a large cut in their weekly pay. After ten weeks, the strikers won important concessions related to wages and working hours from the woolen companies, for all of the 250,000 textile workers throughout New England.

This poem was inspired by a banner with the slogan "We want bread and roses too" carried by some young women in one of the parades organized by the strikers.

Bread and Roses

As we come marching, marching, in the beauty of the day,
A million darkened kitchens, a thousand mill lofts gray,
Are touched with all the radiance that a sudden sun discloses,
For the people hear us singing: "Bread and roses! Bread and roses!"

As we come marching, marching, we battle too for men,
For they are women's brothers, and we'll march with them again.
Our lives shall not be sweated from birth until life closes;
Hearts starve as well as bodies; give us bread, but give us roses!

As we come marching, marching, unnumbered women dead
Go crying through our singing their ancient cry for bread.
Small art and love and beauty their drudging spirits knew.
Yes, it is bread we fight for — but we fight for roses, too!

As we come marching, marching, we bring the greater days.
The rising of the women means the rising of the race.
No more the drudge and idler — ten that toil where one reposes,
But a sharing of life's glories: Bread and roses! Bread and roses!

Music by Caroline Kohlsaat
Words by James Oppenheim

UNIT 9

THE NEXT STEP

Deborah Barndt

Introduction

Each of us has come to this group with a common objective — to make changes in our lives, particularly in the area where we spend a great deal of time: earning a living. Together, we have worked through a process of identifying our goals and skills, looking at training possibilities and future job prospects, and learning how to prepare ourselves for job interviews. We have also examined the operation of CEIC, our legislated labour rights and the role of unions. We have given each other advice and moral support in analyzing our individual situations. We have tried to distinguish personal problems from those caused by external forces in this society and we have looked for solutions to these problems. At this point, we should look back on what we have learned in this program before taking the next step. Participating in this program has been one preparatory step in making changes — the next step is to carry through some of the planned changes.

In this unit, we are going to:

- review the process chart and units
- give our general impressions of the program
- analyze in detail what we have gained from the program
- take a second look at the obstacle course
- talk about our next step

Looking Back

Before we review what we have learned, go back to the introduction and read through the process chart. Scan the units and review those parts which were most important to you. Your answers to these questions will give your general impressions of the program.

What was the most memorable experience you had in the program?

List three things you have learned to do.

List three important facts you have found out.

What did you like most about the program?

What did you like least?

As a result of participating in this program, I now feel I can

What I Have Gained

The following questions will help you think about what you have gained from the program.

GETTING TO KNOW EACH OTHER. We met each other and discussed our experiences and common concerns.

What did you find out from exchanging experiences and ideas with other immigrant women?

TAKING CONTROL. Through the experience of one immigrant woman, we studied how to deal with institutions more effectively.

How do you now feel about going to a Canada Employment Centre to ask for assistance?

What do you need to do to prepare yourself?

List three new things you have learned about CEIC.

WORKING TOGETHER IN A GROUP. We discussed how we can help each other work through our situations in a group.

What did you like about being in a group? What didn't you like?

Did you find the role-playing exercises useful?

What did you contribute to the group?

Would you be interested in continuing to meet to discuss topics related to careers and jobs or other mutual concerns such as housing or your children's education?

If yes, what are the subjects you would most like to discuss?

GOALS. We looked at our long- and short-term goals and the obstacles which hindered us from achieving them.

Have your goals changed since the beginning of the program? If yes, how have they changed and why?

What are the factors that help you achieve your goals?

What are the factors that hinder you from achieving your goals?

How have you planned to deal with the factors that are holding you back?

SKILLS. We identified our skills and interests.

What skills did you "discover" you had?

What skills did you develop from working in this group?

What skills do you have that you can use in a job?

In what occupational area do your interests fall?

TRAINING FOR A NEW CAREER. We examined our options for training in sponsored programs.

After seeing new career possibilities, do you want to investigate a new career?

What new skills do you need to be qualified for the career you want?

How do you plan to get these skills?

What further information do you need on sponsored training courses?

JOB SEARCH. We learned to plan our job search, prepare documents and deal more effectively with phone calls and job interviews.

How would you plan your job search?

How do you feel about going for job interviews?

What kind of résumé do you need to prepare? Why?

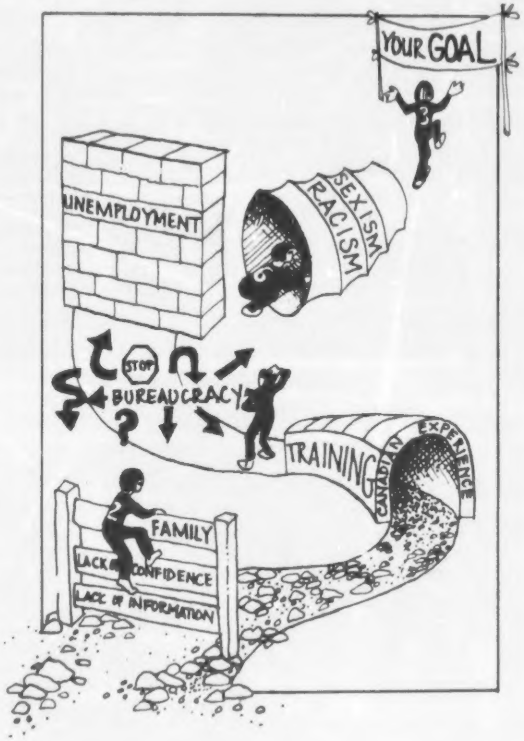
ON THE JOB. We examined labour legislation affecting women workers and the role that unions could play in support of immigrant women workers.

Which labour laws are particularly relevant to you?

What further information do you need about unions?

The Obstacle Course: A Second Look

When we first came together, we discussed the obstacles or difficulties facing us. Throughout the program, we continued to analyze these obstacles in order to understand how they could be overcome. Let's look once again at the obstacle course.


YOUR GOAL
UNEMPLOYMENT
SEXISM
RACISM
STOP
BUREAUCRACY
TRAINING
CANADIAN EXPERIENCE
FAMILY
LACK OF CONFIDENCE
LACK OF INFORMATION

Throughout the program, what have you learned about the different obstacles?

Which ones do you believe are possible to overcome?

Which ones can be overcome individually?

Which ones can be overcome collectively (together with others)?

How can they be overcome?

The Next Step: Moving Ahead

All of us have probably benefitted in some way from this group learning experience. It is one of the steps that we have taken to build more meaningful lives in our new country. And now, we need to discuss how to go about taking the next step.

What are your plans for the next few months?

What further information or support do you need?

What would you like to say to the other group members? You have the last word!

APPENDIX

APPENDIX I

Glossary

This glossary, or little dictionary, contains definitions of difficult or unfamiliar words used in this book. Each word is inserted in a sentence as an example.

accomplishment: something that has been done, attained or achieved.
A housewife can consider raising a family and maintaining a household as quite an *accomplishment*.

analyze: examine something in detail in order to find out what all the different parts of it are.
The members of the group began to *analyze* each other's difficult situation by asking questions about it.

applicant: an applicant is a person who indicates that she or he is interested in a job or course by saying so or by filling out an application form.
There were over 50 job *applicants* interested in the position of draftsperson.

aptitude: a tendency to do well in a particular area.
A person usually looks for a job for which she or he shows a particular *aptitude*.

budget: an account of what you earn and what you spend.
A *budget* can be used in a household to keep track of spending.

bureaucracy: the administrative structure set up to carry out government or other official business.
My work permit was held up for weeks in the *bureaucracy*.

career: an occupation or a profession seen as a long-term way of earning a living.
Nowadays, many students plan to train for a *career* in data processing.

choice: the right or power to choose or select an option or alternative.
Immigrant women do not have many *choices* in careers if they do not speak English.

chronological: arranged according to a series of dates.
A *chronological* résumé lists the jobs you have done and the dates of the jobs.

client: a customer, also used by service agencies to name the user of the service.
An employment counsellor calls the job seekers that he or she counsels *clients*.

dialect: a form of speech peculiar to a district, class or person that has a distinguishable vocabulary, pronunciation or idiom. Many English *dialects* have developed all over the world as a result of British colonialism.

discriminate: make a distinction, often unjustly.
Although it is a violation of the Human Rights code, many employers *discriminate* against women job seekers.

economic: seen from a financial perspective.
Immigrants coming to Canada for *economic* reasons expect to earn more money here than they did in their homelands.

evaluate: determine the value or worth of something.
At the end of this program, group members will be asked to *evaluate* their learning experience.

expectation: regard as likely to happen, often used to denote wishful thinking.
Some jobs advertised in the newspaper do not meet the *expectations* of the job seeker.

exploit: utilize persons or things for one's own profits.

Immigrant women who do not know their labour rights are often *exploited* in the industrial and domestic service sectors.

facilitator: a person who guides group discussions and provides resources and information.
There are usually two *facilitators* in the *MAKING CHANGES* program who share the responsibilities of leading the sessions and counselling.

functional: developed to serve a specific function or use.
A *functional* résumé focusses on skills learned from jobs rather than on the jobs themselves.

goal: an aim, something that we want to achieve in the future and something that we must work towards.
It's important to clarify your *goals* before you enroll in training courses.

hire: employ for a job; opposite of fire or terminate employment.
According to the Human Rights Code, an employer cannot ask a woman for her marital status until after she is *hired.*

hobby: an interest or free-time activity.
Some employers ask about a job applicant's *hobbies*; others prefer to use the word "interests."

insight: an understanding of a subject or problem.
Through group discussion, participants share their *insights* on the causes of unemployment.

interviewer: a person who conducts an interview with an interviewee. She or he may be an employer, a personnel manager or an employment agent.
A good *interviewer* is able to learn a great deal about an interviewee in a short time.

intimidate: inspire with fear, especially to influence conduct.
The management of companies often try to *intimidate* those workers who want to form a union.

job market or **labour market:** these expressions refer to the number of jobs that are available in a certain area.
Labour market forecasts indicate that more skilled tradepersons will be needed.

job vacancy: a position in a workplace that requires a worker to fill it.
Employers sometimes advertise for workers by placing a *job vacancy* sign in the window facing the street.

language function: refers to what a language is used for. Many different grammatical forms or structures can express the same function.
"Asking for information" is a *language function*, and, for example, the following are different ways to ask for information about the number of workers in an office:
Could you tell me how many people work in this office?
Do you have a large office staff?
A company this size must have a large office staff!

language strategy: a plan to use certain kinds of language to deal with difficult situations. This is also accompanied by a plan of what to do.
Here is an example of a strategy to deal with a difficult question in an interview.
The interviewer asks you: "What do you do when your children are sick?" He may be genuinely interested, or he may be thinking, "If I hire a woman with children, she'll probably miss work when they are sick."
Therefore your strategy would be to reassure him that you would not miss work. Your *language strategy* might be, "My children are usually in day care, but when they are sick, my mother always looks after them."

Member of Parliament (MP): an elected representative in the federal government.
If a citizen has difficulty getting service in a government institution, she can appeal to her *Member of Parliament.*

non-traditional occupation: an occupation in which fewer than 10% of the workers are women.
An example of a *non-traditional occupation* for women is carpentry.

obligation: constraining power of a law, precept, duty or contract.
The employer has a legal *obligation* to report an accident in the workplace.

obstacle: something that hinders a person from achieving her or his objectives or goals.

A serious *obstacle* to immigrant women's development is lack of sponsored English language training.

participant: a person who takes part in an activity or a program.
Immigrant women join the *MAKING*

CHANGES program as *participants.*

personnel: the employees in a business firm or factory.
Large firms usually have a separate *personnel* department to hire new employees.

potential: the possibility for development; promise.
Women workers are often not allowed to achieve their *potential* because of discriminatory promotion practices.

portfolio: a list of documents and samples of work done.
An artist or an artisan usually presents a *portfolio* of her or his work or photos of them in an interview.

presentation of self: the way a person wants to be seen by others.
Before going to an interview, you should think about the different aspects of your *presentation of self:* what you say, how you say it and what your body language shows about you.

promotion: being given a job of higher status, more responsibility and salary.
Promotions are usually given to employees who have shown exceptional capability.

qualifications: a demonstrated capability in carrying out a certain job. This could be acquired through training or experience.
One of the first questions in an interview is usually about the job applicant's *qualifications.*

recommendation (for a job): a reference or a statement of belief that a person is capable of doing a type of work or has performed well in the past.
Canadian employers often ask for names of persons of status who will give you a *recommendation* or *reference.*

rights: something to which a person is entitled legally or morally — e.g. human rights, constitutional rights, labour rights.
Domestic workers have recently won *rights* to the minimum wage.

role-play: an acting out of a situation in order to get some insights into reasons for people's behaviour.
The participants in the *MAKING CHANGES* program *role-play* their difficult situations and analyze the *role-play* afterwards.

skill: something one has learned to do well.
People can acquire *skills* through formal training or through informal learning by experience.

strengths: those parts of one's character or areas of skill where a person is particularly strong. The opposite is *weaknesses.*
It is important to plan what to say about your *strengths* and *weaknesses* before going to a job interview.

technological change: change brought about in a workplace or an industry by the owner's introduction of machines to perform jobs previously done by workers, in order to change the kind of job or to create a new one.
There will be a number of layoffs in offices as a result of the *technological change* brought about by the introduction of video display terminals (VDTs).

tension management: a term used to describe a way of dealing with conflict and tension in a group or a family.
Many women are skilled in *tension management* through their experience of raising a family.

time management: a term used to describe the efficient management of one's time in performing a variety of tasks.
A secretary is expected to be good at *time management.*

underemployed: a term used to describe a worker who is in a job where her or his skills are not used adequately and her or his potential is wasted. This may also imply that the worker does not receive a wage equal to her or his potential earning capacity.
Many workers in low skill or no skill jobs can be considered *underemployed.*

volunteer: a person who offers to take on a job or responsibility, usually without payment.
Community-based organizations often need *volunteers* to help them carry out their programs.

APPENDIX II

Continuing Your Education

How to Find Out What Your Level of Education Is

1. The Ministry of Education will evaluate your documents and tell you what the level of your educaton is equal to in Canada up to grade 13.

Steps to take:

- Phone the Ministry and ask them to mail you an application form.
- They need proof of your landed immigrant status or Canadian citizenship. Send copies of your landed immigrant or citizenship papers.

No fee is required. Their address is:

Education Document Evaluation Centre
18 Floor, Mowat Block, Queen's Park
900 Bay Street
Toronto, Ontario
Telephone: 965-1357

2. The University of Toronto will evaluate your documents and tell you their equivalent level in Canada if your education is above high school level or grade 13.

You need the following:

- Original copies of your documents (certificates). If your certificate is not in English, they need an original copy of the translation. (If you have to get your certificates translated, phone them to find out the best place to go.)
- Copies of transcripts (records of final marks).

This evaluaton is probably accepted by most other universities in Ontario, but if you are applying to another university, ask them to evaluate your documents.

Address:

Research Information Evaluation Services
University of Toronto
315 Bloor Street West
Toronto, Ontario M5S 1A3
Telephone: 978-2185

3. To have documents evaluated by York University, call 667-2211. They will tell you what you have to send them.

How to Get Tested for Equivalent Standing

If you do not have educational certificates, you can get tested at a community college to find out your level of education according to the Canadian system. Call any of the community colleges listed in the following pages.

How to Get your Documents Translated

If your documents or certificates require translation into English before they can be evaluated, call or write to:

Translation Bureau
Ministry of Government Services
454 University Avenue, 4th Floor
Toronto, Ontario M7A 2R9
Telephone: 965-1458

This is done free of charge for landed immigrants or Canadian citizens.

Programs

1. Correspondence Courses. The Ministry of Education offers free of charge correspondence courses to upgrade one's elementary and secondary school levels. For information, call or write to:

Correspondence Courses
Ministry of Education
909 Yonge Street
Toronto, Ontario
Telephone: 965-2657

2. Boards of Education. Continuing education programs for adults are offered by the Boards of Education in the Metropolitan Toronto area. These include basic and academic upgrading from Grades 1 to 13 and life and work skills. Some of the courses give credits leading to a high school diploma. Most of the Metro boards offer evening and summer programs for adults and some provide day-time instruction. These programs are usually free with a request for a deposit for books lent to the students. Call the board of education in your area for more information.

3. Upgrading Courses and Continuing Education Programs
Ask for current catalogues or brochures from:

- East York Board of Education
  840 Coxwell Avenue
  Toronto, Ontario M4J 2P1
  Telephone: 425-9435

- Etobicoke Board of Education
  1 Civil Centre Court
  Etobicoke, Ontario M9C 2B3
  Telephone: 626-4360

- North York Board of Education
  5050 Yonge Street
  Willowdale, Ontario M2M 5N8
  Telephone: 223-5020

- Scarborough Board of Education
  140 Borough Drive
  Scarborough, Ontario M1P 4N6
  Telephone: 296-7160

- York Board of Education
  2 Trethewey Drive
  Toronto, Ontario M6M 4A8
  Telephone: 653-2270, ext. 225

- City of Toronto Board of Education
  155 College Street
  Toronto, Ontario M5T 1P6
  Telephone: 598-4931, ext. 224

The Toronto Board of Education provides basic and academic upgrading at the following centres:

- Work Activity and Adult Learning Centre
  177 Lakeshore Boulevard East
  Toronto, Ontario M5A 1B7
  Telephone: 362-4044 (Academic)
  367-8601 (Skills)

Grades one to eight are offered in this centre. Different work skills — such as carpentry, meal preparation and upholstery — are also taught.

- City Adult Learning Centre
  40 College Street
  Toronto, Ontario M5G 1K8
  Telephone: 929-0913
  Grades nine to thirteen are offered from September to June.

4. Community Colleges or Colleges of Applied Arts and Technology
Continuing education and full certificate and diploma courses are offered at community colleges. Call the college in your area for more information and ask for brochures or catalogues.

- Centennial College
  Progress Campus
  41 Progress Court
  Scarborough, Ontario M1K 5E9
  Telephone: 439-3955

- George Brown College
  P.O. Box 1015, Station B
  Toronto, Ontario M5T 2T9
  Telephone: 967-1212
  (N.B. offers the Industrial and Vocational Orientation Program)

- Humber College
  Keelesdale Campus
  88 Industry Street
  Weston, Ontario
  or
  P.O. Box 1900
  Rexdale, Ontario M9W 5L7
  Telephone: 675-3111

- Seneca College
  43 Sheppard Avenue East
  Willowdale, Ontario M2J 2X5
  Telephone: 493-4144
  (N.B. offers the INTO program)
- Sheridan College
  1430 Trafalgar Road
  Oakville, Ontario L6H 2L1
  Telephone: 845-9430

5. Other Institutions
There are other institutions that offer con-

tinuing educaton programs. These include:

- C.O.S.T.I. Education Centre
  70 D'Arcy Street
  Toronto, Ontario M5T 1K1
  Telephone: 977-7991

- Ryerson Polytechnical Institute
  50 Gould Street
  Toronto, Ontario M5B 1E8
  Telephone: 595-5036

- Young Women's Christian Association (YWCA)
  80 Woodlawn Avenue East
  Toronto, Ontario M4T 1C1
  Telephone: 961-8100

6. Universities
Some universities offer special programs for students who do not have grade 13.

- Transitional Year Program. The University of Toronto offers a one-year full-time program for students who left high school early and who now want to go on to university. Students have to be 19 years old or over and out of school for at least one year. For more information, call or write:
  Transitional Year Program
  214 College Street, Room 154
  University of Toronto
  Toronto, Ontario M5T 1R2
  Telephone: 978-6777

- Woodsworth College of the University of Toronto has a pre-university course for mature students who do not have grade 13. For more information, call 978-2405.

- York University also makes some exceptions for mature students. For more information, call 667-2471.

APPENDIX III

Getting Information and Assistance in Your Job Search

Unit 6: Job Search provides information about where and how to look for a job. The following is a list of community groups and government offices that give employment information and counselling and/or programs in the Toronto area. Check your area for similar groups or offices.

Community groups

- Carito Caribbean Catholic Secretariat
  862 College Street
  Toronto, Ontario
  Telephone: 534-1145
  Languages: English
  Employment information; counselling

- Centro Femminile COSTI
  108 Spenvalley Drive
  Toronto, Ontario
  Telephone: 745-6363
  Languages: Italian, serves all nationalities
  Career Program

- Centre for Spanish Speaking People
  582 College Street
  Toronto, Ontario
  Telephone: 533-8545
  Languages: Spanish, English
  Information; counselling

- Chinese Interpreter and Information Centre
  58 Cecil Street
  Toronto, Ontario
  Telephone: 598-2022
  Languages: Chinese, English
  Limited employment service

- COSTI Education Centre
  70 D'Arcy Street
  Toronto, Ontario
  Telephone: 977-7991
  Languages: variety of languages, including various Chinese dialects
  Pre-apprenticeship programs

- Eastview Community Centre
  86 Blake Street
  Toronto, Ontario
  Telephone: 465-5469
  Languages: Chinese, Mandarin, Cantonese, Taiwanese, Italian, French
  Résumé writing and career counselling

- Flemingdon Employment Training Centre
  747 Don Mills Road
  Toronto, Ontario
  Telephone: 429-4369
  Languages: East Indian languages
  Help with training skills

- Immigrant Women Job Placement Centre
  720 Spadina Ave. Suite 105
  Toronto, Ontario
  Telephone: 922-8017
  Languages: Italian, Chinese, Spanish, English for West Indian women
  Job placement; job search skills

- Jewish Vocational Service of Metro
  74 Tycos Drive
  Toronto, Ontario
  Telephone: 787-1151
  Languages: Yiddish, Hebrew, Russian, English
  Vocational counselling; job placement

- Latin American Community Centre
  9 Milvan Drive, Unit 9
  Weston, Ontario
  Telephone: 745-6239
  Languages: English, Spanish
  Help with problems related to employment, unemployment

- Opportunity for Advancement
  111 Sun Row Drive
  Weston, Ontario
  Telephone: 245-4241
  Languages: English
  Group program in job search skills

- Parkdale Community Legal Aid
  1239 Queen Street West
  Toronto, Ontario
  Telephone: 531-2411
  Languages: English and will get interpreter when necessary
  Aid with problems relating to unemployment insurance

- Portuguese Community Centre
  1678 Dundas Street West
  Toronto, Ontario
  Telephone: 535-3580
  Languages: English, Portuguese
  Provides information and aid in finding employment

- Silayan Filipino Community Centre
  247 Gerrard Street
  Toronto, Ontario
  Telephone: 922-3977
  Languages: Filipino, English
  Provides employment counselling and guidance

- Sole Support Mother's Project
  55 St. Clair Avenue East
  Toronto, Ontario
  Telephone: 966-5653
  Languages: English, will get interpreters when necessary
  Employment orientation program and help to find employment

- Thistletown Services Unit
  244 Jameston Crescent
  Rexdale, Ontario
  Telephone: 745-2822
  Languages: Italian, English
  Aid to students to find jobs

- Times Change
  932 Bathurst Street
  Toronto, Ontario
  Telephone: 534-1161
  Languages: English; will get interpreters when necessary
  Various employment orientation programs for women

- Toronto Chinese Community Service Association
  70 D'Arcy Street
  Toronto, Ontario
  Telephone: 977-4026
  Languages: Chinese, English
  Vocational counselling

- Working Skills Centre
  299 Queen Street West
  Toronto, Ontario
  Telephone: 593-4236
  Languages: English, Spanish, Portuguese
  A training centre for Spanish and Portuguese speaking immigrant women in life skills, English and mail rooms

- Young Women's Christian Association (YWCA)
  80 Woodlawn Avenue
  Toronto, Ontario
  Telephone: 961-8100 (daytime)
  961-8104 (after 5)
  Offers different programs in career counselling; there is a fee; also free women's groups. The YWCA's Focus on Change is a program for sole support mothers in academic upgrading, skill training and job preparation.

Canada Employment and Immigration Commission

The Commission has several local offices. Check the blue pages for the one nearest your home. A user of the CEIC services is expected to go to the nearest office.
Here are a few locations.

North York
4900 Yonge Street
Willowdale, Ontario
Telephone: 224-3777

Scarborough
1610 Midland Avenue
Telephone: 759-2251

2472 Eglinton Avenue East
Telephone: 269-2111

Metropolitan Toronto
82 Richmond Street East
Telephone: 363-5931

200 Dundas Street East
Telephone: 363-5931

1985a Danforth Avenue
Telephone: 694-0280

1747 Jane Street
Telephone: 247-8261

2968 Dundas Street West
Telephone: 763-3611

1243 Islington Avenue
Telephone: 236-1931

3253 Lakeshore Boulevard West
Telephone: 236-1931

330 Keele (Dundas/Annette)
Telephone: 763-3891

APPENDIX IV

Finding Out about Your Rights

Labour Legislation

Unit Eight: On the Job deals with Ontario labour legislation as it affects women. For further information, call or write to:

Women's Bureau
Ontario Ministry of Labour
400 University Avenue
Toronto, Ontario M7A 1V2
Telephone: 965-1537

The Ministry has the following pamphlets and brochures, which they can send to you:

- "Ontario Labour Legislation of Interest to Working Women"
- "Labour Law in Action: Six Case Studies about Women"
- "Pregnancy Leave in Ontario"
- "Sex Discrimination in Employment"
- "Your Rights as a Worker in Ontario"
- "Women in the Labour Force Fact Sheets"

Employment Standards

The Ministry can also supply you with "A Guide to the Employment Standards Act." Write or call:

Ontario Ministry of Labour
400 University Avenue
Toronto, Ontario M7A 1V2
Telephone: 965-5251

Assistance to Injured Workers

The Workmen's Compensation Board, 2 Bloor Street East, Toronto, though set up to deal with job-related injuries, does not always deal with workers' complaints adequately. A worker can seek advice from the Injured Worker's Consultants, who represent workers who are having difficulties receiving worker's compensation. They do medical and legal research leading to representation on an appeal level. Call or visit them at:

Injured Worker's Consultants
717 Pape Avenue
Toronto, Ontario
Telephone: 461-2411

Human Rights

Unit Eight: On the Job discusses appeals to the Ontario Human Rights Commission for discriminatory practices on the basis of sex and marital status. Other provisions of the code will be described here, including a chart that deals with employment applications and interviews.

Ontario Human Rights Code (amended, 1972)

As well as prohibiting job discrimination on the basis of sex and marital status, the code also bans discrimination against minority groups and older workers. Under the code, discrimination against any person with regard to employment, terms or conditions of employment, or membership in trade unions because of race, creed, colour, nationality, ancestry, place of origin, sex or age is prohibited. Age is defined as the ages between 40 and 65. Employers or employment agencies may not use signs, advertisements or application forms or make inquiries that might be discriminatory on any of these grounds. Self-governing professions are prohibited from restricting membership on any of the above grounds, with the exception of nationality.

Exclusively religious, philanthropic, educational, fraternal or social organizations not operated for private profit are exempt only when a factor such as religion constitutes a bona fide occupational qualification.

Where a person has or may lodge a complaint, or has cooperated, or intends to testify in any investigation by the commission of a complaint, it is illegal for an employer to engage in reprisals, such as dismissal, threats of dismissal, coercion or the imposition of penalties.

To file a complaint or request further information regarding human rights legislation, contact:

Ontario Human Rights Commission
Ministry of Labour
400 University Avenue
Toronto, Ontario M7A 1V1

The Commission distributes a brochure entitled "The Ontario Human Rights Code."

Ontario Ministry of Labour Branch Offices

	Area Code	Human Rights	Employment Standards	Occupational Health & Safety
Hamilton 1 West Avenue South L8N 2R9	416	527-2951	527-4501	527-2951
Kenora 808 Robertson Street P9N 1X9	807	468-3128	468-3128	468-3128
Kingston 1055 Princess Street K7L 1H3	613	542-2853	542-2853	542-2853
Kitchener 824 King Street West N2G 1G1	519	744-7308	744-5211	744-7308
London 560 Wellington Street N6A 3R4	519	438-7291	438-7291	438-5143
Ottawa 2197 Riverside Drive K1H 7X3	613	731-2415	731-2700	731-2556
Sault Ste. Marie 390 Bay Street P6A 1X2	705	949-3331	949-3331	949-3331
Sudbury 1538 LaSalle Boulevard P3A 1Z7	705	566-3071	566-3071	566-3071
Thunder Bay 435 James Street South P7E 6E3	807	475-1693	475-1691	475-1691
Toronto 400 University Avenue M7A 1T7	416	965-6841	965-5251	965-5533
Windsor 500 Ouellette Avenue N9A 1B3	519	256-3611	256-8278	256-8278

PROVISIONS IN THE ONTARIO HUMAN RIGHTS CODE REGARDING EMPLOYMENT APPLICATIONS AND INTERVIEWS

Category	Inquiries Before Hiring		Approved After Hiring
	Approved	**Not Approved**	
1. Name	name used if previously employed under different name	previous name where it has been changed by court or otherwise	
2. Address	place and duration of current and previous addresses in Canada	foreign addresses, indicating national origin	
3. Age and marital status	may be asked but may not be used to discriminate		
4. Race or colour	height and weight *only* if job related	race, colour, complexion, eye colour, hair colour	
5. Birthplace, nationality, ancestry, place of origin		a. birth or baptismal certificate b. place of birth c. place of birth of parents, grandparents or spouse d. any inquiry into national origin	birth certificate
6. Photograph		request for photograph or taking of photograph	photograph for identification purposes

PROVISIONS IN THE ONTARIO HUMAN RIGHTS CODE REGARDING EMPLOYMENT APPLICATIONS AND INTERVIEWS

	Inquiries Before Hiring		Approved
Category	**Approved**	**Not Approved**	**After Hiring**
7. Religion, Creed		a. any inquiry to identify religious denomination or customs b. clergyman's reference (Note: an employer may not state "This is a Protestant or Catholic or Jewish organization.")	any special religious holidays for which an employee will require leave of absence
8. Citizenship		a. whether a Canadian citizen or British subject b. if native born or naturalized c. date citizenship received d. proof of citizenship e. citizenship status of parents or spouse f. any inquiry into citizenship status which would tend to divulge nationality, ancestry, or place of origin	
9. Education	a. academic, professional, or vocational secondary and post-secondary schools attended b. language skills, i.e. reading and writing of foreign languages	a. elementary school: name and location b. secondary school: name c. nationality, racial or religious affiliation of a school d. what mother tongue is e. how foreign language ability acquired	

PROVISIONS IN THE ONTARIO HUMAN RIGHTS CODE REGARDING EMPLOYMENT APPLICATIONS AND INTERVIEWS

	Inquiries Before Hiring		Approved
Category	**Approved**	**Not Approved**	**After Hiring**
10. Relatives		a. name and address of closest relative b. any inquiry about a relative which cannot be asked of a job applicant	name and address of person to be notified in case of emergency
11. Membership in organizations	any inquiry into membership in organizations, with proviso "Do not list clubs or organizations of a religious, racial or national character."	a. all clubs or organizations where membership is held b. any specific inquiry into clubs and organizations which would indicate race, creed, colour, nationality, ancestry or place of origin	
12. Work schedule	willingness to work required schedule	willingness to work on any particular religious holiday	when leave of absence might be required for observance of religious holidays
13. Military service	Canadian military service	all military service	

Any inquiry is forbidden which, though not specifically listed above, is designed to elicit information as to race, creed, colour, nationality, ancestry or place of origin in violation of the Ontario Human Rights Code.

Reprinted from "Human Rights in Employment," published by the Ontario Human Rights Commission.

APPENDIX V

Community-based Organisations and Government Agencies Serving Immigrant Women

There are a number of sources of information on community-based organizations and government agencies serving immigrant women in the Toronto area. The following is a partial list of printed resources such as directories and where they can be found.

Location	**Printed Resource**
Bloor Bathurst Information Centre 835 Bloor Street West Toronto, Ontario M6G 1M1 Telephone: 531-4613	*Directory of Services for West Central Toronto* (guide to day care, housing, legal services, counselling, health services)
Community Information Centre of Metropolitan Toronto 34 King Street East Toronto, Ontario Telephone: 863-0505	Information on: • day care and nurseries • clubs for older people • summer camps and programs • sports and leisure activities
Cross Cultural Communication Centre 1991 Dufferin Street Toronto, Ontario M6E 3P9 Telephone: 653-2223	*Immigrant Women's Directory*
Doctor's Hospital 45 Brunswick Avenue Toronto, Ontario Telephone: 923-5411	*Medical Services Directory* A guide to services related to health care and birth control in Metro.
Health and Welfare Canada 789 Don Mills Road Don Mills, Ontario M3C 1T5 Telephone: 423-6900	Information on family allowances, pension plans, etc.

Metro Toronto Social Services Telephone: 367-8623	Information on receiving financial assistance for glasses, teeth, day care, homes for the aged and welfare.
Ministry of Culture and Recreation Newcomer Services Branch 77 Bloor Street West Toronto, Ontario Telephone: 965-4331	• *English and Orientation Courses for Immigrant Parents with Pre-School Children* • *Newcomers' Guide* — multilanguage book given to newly-arrived immigrants that deals with finances, work, health, transportation, services, etc. • *How to Establish Community Language Programs* — directory of ESL classes and citizenship resources.
Ministry of Community and Social Services Queen's Park Toronto, Ontario Telephone: 965-7825	Information on family benefits, children's services, services for the mentally retarded, single parents and the mentally and physically handicapped.
West End Legal Services 364 Bathurst Street Toronto, Ontario M5T 2S6 Telephone: 363-0304	• A series of multilingual guides to legal services and problems in such areas as marriage law, landlord-tenant law, etc. (N.B. This is one of several neighbourhood offices. Check for your local office).

APPENDIX VI

Getting Involved

A number of groups in the community are concerned with more than providing their members with services that are lacking. These groups, made up of people from the community itself, work to bring about changes in the existing provision of services and around other issues that affect people's lives. They do research on the issues, educate other members of the community and involve them in taking some action. The community group focussing on a particular issue also tries to get the active support of other organizations, such as unions. An example, mentioned in *Unit Eight*, is the work of Action Day Care.

The members of Action Day Care were successful in getting parents, teachers and other concerned citizens to protest the lack of day care facilities for children in Ontario. By bringing the issue to organized labour, Action Day Care also played an important role in getting the Ontario Federation of Labour to support the demand for free, universal, quality day care.

Other issues that community groups have organized around are:

- Concerns of immigrant women
- Women's reproductive rights
- Working women's rights
- Labour rights for domestic workers
- Language training for adult immigrants
- Family planning
- Streaming of students in the schools
- Tenants' rights
- Alternative housing cooperatives
- Racism
- Environmental issues
- Solidarity with Third World countries
- Human rights

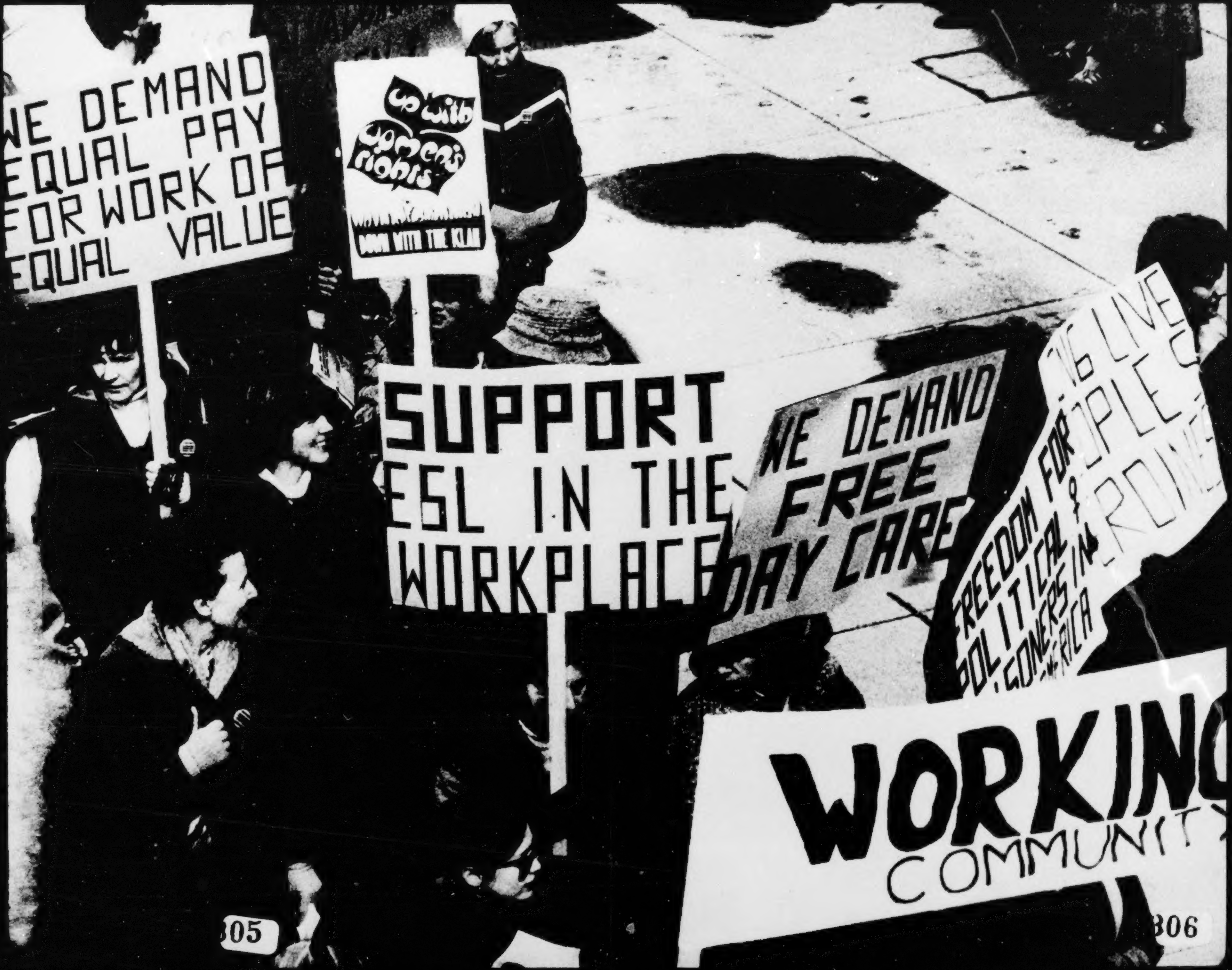
If you would like further information about any of these issues or groups, contact a local community information centre in your area. In Toronto, you can contact:

- Bloor Bathurst Information Centre
  835 Bloor Street West
  Toronto, Ontario M6G 1M1
  Telephone: 531-4613

- Cross Cultural Communication Centre
  1991 Dufferin Street
  Toronto, Ontario M6E 3P9
  Telephone: 653-2223

If you know the names of the issue-oriented organizations, you can contact them directly. For example, for day care issues, call or write:

- Action Day Care
  19 Carr St.
  Toronto, Ontario M5J 2V7
  Telephone: 362-1033


WE DEMAND
EQUAL PAY
FOR WORK OF
EQUAL VALUE
Up with women's rights
DOWN WITH THE KLAN
SUPPORT
ESL IN THE
WORKPLACE
WE DEMAND
FREE
DAY CARE
FREEDOM FOR
POLITICAL
PRISONERS IN
AMERICA
G LIVE
OPLES
RUGG
WORKIN
COMMUNITY
305
306

This book is excellent for use in intermediate and advanced E.S.L. and life skills programs. Using stories, poems, photographs and drawings, the student's book involves the reader/participant in a process of self-discovery and active learning. The appendix serves to augment the useful information on services and rights found within the book. The accompanying teacher's guide, with its teaching objectives, methods and suggested activites, provides an experiential model for group sessions. It also includes practical information on running a career planning and job search program for immigrant women.

CROSS-CULTURAL COMMUNICATION CENTRE
1991 Dufferin Street · Toronto, Ontario M6E 3P9 · Tel. (416) 653-2223